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ABSTRACT

The overall social studies recommended program is described in SO 000 675. Here, the grade 4 program deals with the various racial and ethnic groups and the famous people who have contributed to the greatness of our country. The treatment is developed in a chronological historical sequence from the explorers and discoverers to the industrialists, scientists, and the artists. With the grade 5 program a two-year program dealing with world regions begins. It is suggested that the United States be dealt with first, covering major climatic and vegetational regions, and stressing the topography, latitude, bodies of water, and prevailing winds. Emphasis is also placed on citizenship, and the American way of life covering economic and sociological patterns. Canada and Latin America are dealt with in much the same way, with the addition of a short survey of the history of each of these regions avoiding a country by country approach. Three regions are suggested for sequential study during the grade 5 program: 1) the Middle East and North Africa; 2) Western Europe; and, 3) Eastern Europe including the Soviet Union. The concepts taught and the skills to be developed are the same. However, special attention is given to american freedoms, civil rights, the role of the United States in the United Nations, world problems, and foreign relations. (SBE)

Social Studies 4-6

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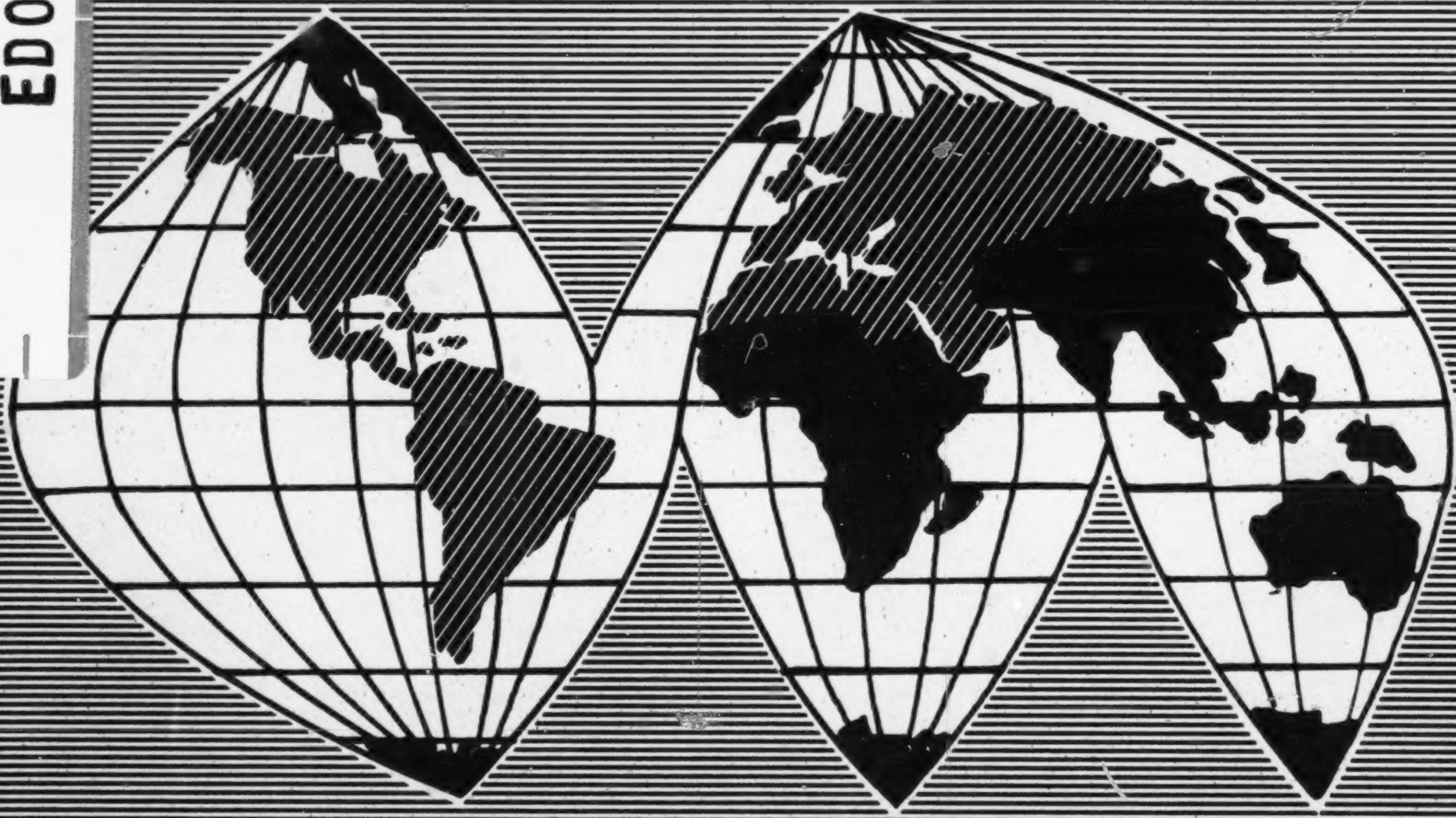
A RECOMMENDED PROGRAM



THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
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SOCIAL STUDIES 4-6

(A Recommended Program)

UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 1969
(Reprint-1970)

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Foreword

The tryout period for the 4-6 social studies experimental outline has been completed, and the returns are in. In all, some 1,054 separate evaluation reports were received and studied. Some reports were the work of individual teachers, while others were compiled by groups of teachers. It can be estimated that several thousand classroom teachers, along with many principals and supervisors, actively participated in the process of evaluating the experimental outlines.

Careful reading of the evaluation reports has led to the major conclusion that the experimental outlines are very favorably received. The majority of the teachers responding liked the grade by grade sequence of topics, the new, multi-disciplinary organization, and the emphasis on understandings rather than details. Very few respondents indicated a desire for major change, thus the outline has been only slightly revised.

It is worthy of note, however, that a number of valuable suggestions were made by evaluating teachers. Many fourth-grade teachers felt that minority groups, especially Negroes, were not dealt with adequately in the American People and Leaders organization for this grade. Some changes have thus been made in the outline and the names of a number of famous Negroes added. The Elementary Curriculum Bureau received help in this revision from the Division of Intercultural Relations in Education, particularly from Wilbur Nordos, Director, and James Lockhart, Associate.

A significant number of fifth-grade evaluators felt that the concept of Gross National Product was too difficult for children of this age group. All reference to G.N.P. has been deleted.

Many sixth-grade teachers pointed out that there were two significant omissions in the outline - early man, and North Africa. A section has been added which traces, very briefly, the development of early man, and this serves as an introduction to the study of the beginnings of civilization in the Middle East. Similarly, material on North Africa has been included, indicating that this area is a part of the Arab-Moslem culture region.

The Elementary Curriculum Bureau wishes to express its appreciation to Lorraine Lilley of the North Rockland School District. It was Mrs. Lilley who carefully read each evaluation report and who prepared a summary of the important points made by the thousands of teachers who participated in the try out of the experimental program.

The Experimental Outline, which has been changed very little after the try out period, was originally prepared by a writing team consisting of Donald Brown, Bethlehem Central Schools; Frank Cleary, Ravena-Coeymans Central Schools; Norman Kavanaugh, Guilderland Central Schools; and Douglas Knox, Bethlehem Central Schools.

In preparing the final form of the Experimental Outline, consultative help was given by many people. Important among them were Mildred McChesney, Chief of the Bureau of Social Studies Education, and the members of her

Staff (John Dority, Kay Firman, Jacob Hotchkiss, and Helena Whitaker). Others who gave freely of their time and council were Janet Gilbert, the Department's coordinator of the K-12 social studies project; Donald Peretz, formerly of the Department's Office of Foreign Area Studies; Mary Burke Apps, formerly of the Scotia-Glenville Schools; and Louis Salkever of the State University Center at Albany.

Final copy of the Experimental Outline, as well as this revised version, was prepared by Howard Yates of the Bureau of Elementary Curriculum Development.

William E. Young, Director
Curriculum Development Center

Robert H. Johnstone, Chief
Bureau of Elementary
Curriculum Development

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Introduction

A basic purpose of education is the creation of an informed citizenry. Within this broad framework, it is the specific function of the social studies to help children and young people to become informed about, and to understand, their own and other cultures. Thus the social studies program seeks to highlight and interpret basic ideas and understandings drawn from the disciplines of anthropology, economics, geography, history, political science, and sociology.

This program also places paramount importance on the building of attitudes which support the American way of life. Throughout the 13 years of school, the basic aims and ideals of American society are highlighted to build an emotional as well as intellectual commitment to the principles for which we stand as a Nation. The program seeks to develop a deep and abiding patriotism based upon a knowledge and appreciation of our heritage, the freedoms that we enjoy, and the sacrifices made by many peoples over the years to gain and to defend these freedoms.

The social studies program further seeks to build and maintain a maximum level of competence in those skills which are essential to the understanding of materials drawn from the various disciplines. This would include specialized reading skills, the effective use of reference materials, using maps and the globe, and understanding and using graphic representation of information and ideas. All these are taught as an integral part of the social studies program.

With these goals in mind, the social studies recommendations of the State Education Department have been revised and are being presented to the schools in this outline for grades four through six.

Using the Outline

Examination of the course of study which follows will indicate that it is "new" in three respects: (1) it includes new content; (2) it is interdisciplinary in organization; and (3) it includes a series of questions which are intended to encourage an inductive or problem solving approach to the teaching of social studies.

It is suggested that the statements of important understandings, which are used as the vehicle for the presentation of content, be considered as the desired outcomes of the program. If the children remember any significant part of this material, they will have come a long way toward being informed about and understanding their own and other cultures.

Since this program is designed to help children develop understandings as to how and why people live as they do in our own and other cultures, a change from the traditional methodology would seem to be indicated. In the past, emphasis has been placed largely upon the memorization of facts and details - the "who, what, where, and when" - aspects of the program. Today it seems much more appropriate to concentrate upon teaching children to think and to learn, through a cognitive process, the important understandings in the course of study.

This is not to say that facts and details are completely irrelevant and should be discarded altogether. Ideas and understandings must rightly be based upon information. What is important is that there be a shift in emphasis so that the facts and details cease to be ends in themselves but are used to contribute to and reinforce the development of the process of thinking which leads to understanding of the many significant ideas, drawn from the social sciences, upon which this program is built.

What is needed, then, is a plan or way of organizing social studies teaching which gives priority to that which is important. The following cognitive sequence is suggested as one possible way of planning units and lessons to help children develop the understandings which are set forth in the course of study.

A Suggested Cognitive Sequence

1. Formulating and stating the problem question

This serves as an introduction to the lesson or unit and will usually be done by the teacher, though it may be accomplished, with some classes, through the process of teacher-led discussion. In any event, the purpose of starting with a problem is to induce thinking on the part of the children.

2. Collecting, organizing, and evaluating information

This part of the sequence might best be undertaken by discussing with the children "What information do we need?" A series of questions could be drawn up which would specify those items of information needed to gain knowledge about the problem. The process of collecting needed information could then be undertaken in a variety of ways such as small group or individual reading or research, using multimedia resources, setting up projects and activities, and so on. As collected, the information would be organized and evaluated in terms of its relevancy to the specific questions listed and its value in bringing insight to the problem question.

3. Recognizing cause and effect relationships

Though not always possible, it is usually the case that children will be able to see that people do, or have done, certain things because of a particular set of circumstances. Helping them to recognize such relationships is an important part of developing understandings as to why people live as they do in our own and other cultures.

4. Drawing inferences and making hypothesis

Having collected and organized relevant information, and having inferred cause and effect relationships, the next step is to set up hypothetical answers to the problem question and then to check these answers as to their validity in terms of known facts. This requires the highest level of cognitive skill and could be said to represent the goal toward which the whole sequence is directed, that of teaching children to reason and to think in a logical manner.

5. Generalizing and applying understandings to new situations

This is a final step which indicates whether or not cognitive skills are really being learned. Hopefully, children will be able to reason that, under a similar set of social, economic, and geographic conditions, people who live in "A" will carry on activities very similar to those in "B".

Evaluation

Since the intent in a modern social studies program is to help the children develop understandings as to how and why people live as they do in our own and other cultures, evaluation procedures should be aimed at finding out whether such understandings are actually a part of each child's mental equipment. This would indicate that traditional testing methods, based upon recall of specific details, would no longer be adequate.

It is suggested instead that teachers use much classroom discussion, giving all children a chance to demonstrate the extent to which they are using cognitive skills in selecting appropriate information, expressing ideas based upon cause and effect relationships, and thinking through to the answers to problem questions. This can also be done by having the children write short answers to essay questions which will call for real thinking on their part. It is probably true that, as of now, most elementary children cannot do well in writing essay answers, but this situation can be remedied by teaching and by practice. As early as the first and second grades, they should be taught to write one and two sentence answers to simple questions. Such instruction, continued through the grades, should help most children develop the ability to write succinct, cogent essay answers in the later elementary years.

Perhaps it would be of help to many teachers to use some sort of a check list to evaluate pupil progress both in developing understandings and the skills needed to do well in the social studies program. Included here are two sample charts adapted from one of the Bureau's Teaching Systems bulletins.

PUPIL SELF-EVALUATION CHART

Name-	I do this well	I am improving	I need to do better
I know how to use reference materials.			
I find and bring in material to help the class.			
I take part in committee work and class discussions.			
I listen to and learn from the work of others.			
My graphs, charts, and maps are neat and accurate.			
I check my information to be sure it is correct, and can show where I found it.			
I keep my work well organized.			
I share ideas and information with others.			

TEACHER'S EVALUATION CHART

Child's Name-	Outstanding	Satisfactory	Needs Improvement
Showed interest in his work			
Contributed to class discussion			
Used reference material			
Organized information			
Interpreted pictures, graphs, maps, cartoons, etc.			
Assumed responsibility in committee work			
Applied problem solving methods in arriving at understandings			

GRADE 4

OVERVIEW

American People and Leaders

This year the program deals with the various racial and ethnic groups and the famous people who have contributed to the greatness of our country.

The treatment of famous people might well be developed in a somewhat chronological sequence. The following major categories are suggested.

Discoverers and explorers of America

Colonial and Revolutionary leaders

Leaders in establishing and building a nation

Leaders in the development of American Freedoms

Leaders in industry and science

Leaders in the arts

Special emphasis should also be given to the fact that the United States is largely peopled by immigrants from other lands and their descendants. Consideration might be given to the contributions to American life by Negroes, who came originally from Africa. The several waves of immigration, such as that of the Irish in the first half of the 19th century and the Scandinavians in the latter half of the same century, should receive attention.

Map and globe skills can be studied through the tracing of explorers' routes on flat maps and the globe. Discussion of major patterns of air circulation will explain why certain routes were followed. Maps are also used to locate the countries of origin of immigrant groups, and their areas of concentration in the United States. Demographic maps could be introduced.

The major emphasis throughout this year is directed toward the building of patriotic citizenship and the learning of American traditions. The usual special days and events would also be observed or celebrated.

GEOGRAPHIC INTRODUCTION

1. The globe and many maps are marked with horizontal lines which indicate degrees of latitude and vertical lines which indicate degrees of longitude.

- Latitude represents distance north or south of the Equator, and longitude represents distance east or west of a certain point on the globe. (Greenwich, England, is now used as the point of 0° longitude.)

- This idea of designing a grid based on 360° for both longitude and latitude was originated many years ago by a Greek geographer named Hipparachus.

- Later on, the Greek geographer, Ptolemy, named the latitude lines "parallels" and the longitude lines "meridians." He and other people of his time realized that the world was round.

- For several centuries after Ptolemy's time, however, most people believed the world to be flat. Then scholars discovered the geography books written by Ptolemy and the learning of Greek geographers influenced the age of exploration.

Discussion Questions

- Why is it desirable to have lines of latitude and longitude on the globe and on maps?

- Why is the 360° grid used for longitude and latitude?

- Why did the people of Europe, for many hundreds of years after the work of the Greek geographers, believe that the world was flat?

- Why was the rediscovered work of Ptolemy and other Greeks important to Columbus and other explorers?

2. Using maps and the globe can be helpful in studying history.

- The routes of the many explorers can be traced on these geographic tools.

- Map symbols and colors can be used to learn many facts about such things as distance, land forms, and the like.

- The growth of American settlement and the westward expansion of settlement can be traced on maps.

- Careful study of maps helps to explain the routes followed by pioneers and the likely reasons why some cities grew more rapidly than others.

- Special purpose maps, such as those dealing with soil characteristics, vegetation, or rainfall, help to explain why different types of farming were practical in different places.

Discussion Questions

- How can maps and the globe be used in the study of history?
- What types of information can more readily be gained from maps than from other sources?
- Why were some parts of the New World discovered and explored before others? Why did Columbus make his first landfall, as far as is known, at San Salvador rather than New Jersey?

PEOPLE AND LEADERS

1. For almost 400 years, men and women from many parts of the world have come to America to make their homes.
   - Their special abilities and their cultural strengths have been blended into one people in this country.
   - Our American nationality is still in a process of evolution.
   - Prior to the Revolutionary War, most of our immigrants were from Western Europe.
   - During this period, many African Negroes were brought here to work as slaves, and there were also several hundred free Negroes in the colonies at this time.
   - Following the Revolutionary War and up to the present day, economic, political, social, and religious unrest in Europe, plus the need for workers during our continuing Industrial Revolution, resulted in wave after wave of immigration.
   - During the late 1800's and early 1900's, America became known as "the melting pot" as large groups of immigrants from Ireland, Eastern, Southern, and Central Europe, Scandinavia, and Asia came to the United States in search of a better life for themselves and their children.

Discussion Questions

- What national groups are found in your area? What are some of the contributions of these groups to our American way of life?
- Why is our American nationality still in a process of evolution?
- Why did so many people leave their homeland to come to America?
- Why did the United States welcome immigrants?
- What factors have made it difficult for the African to become

fully assimilated into American society?

- Why was America often called the "land of opportunity"?
- Why is the United States called "the melting pot" of nations?
- Why has this diversity contributed to the success story of our country?
- Why have some groups been accorded less opportunity than others?

2. Discoverers and explorers from European countries added to man's knowledge of the New World, and settlement soon followed exploration.

- Some explorers were seeking an all water trade route to the Far East, others were searching for gold.
- All of these men had to face the dangers of ocean travel, but new inventions such as the compass and sextant made their voyages safer.
- The eastern coast of North America was explored and then settled by the English, the French, the Dutch, and the Spanish.
- Among the more famous explorers were Columbus, Henry Hudson, Robert La Salle, John Cabot, Hernando De Soto, Vasco Balboa, Jacques Cartier, Estevancio, and others.
- Among the leaders of the early settlements were Captain John Smith, William Bradford, Roger Williams, John Winthrop, and others.

Discussion Questions

- Why did Columbus believe he could sail west to the Far East?
- Why was ocean travel dangerous in those times?
- How did the compass and sextant make ocean travel safer?
- In what ways were the early explorers similar to the astronauts of today?
- Why did European peoples wish to settle in this new land, thousands of miles from their homes?

3. Much of our heritage and many of our traditions date back to our Colonial-Revolutionary period.

- Part of our Old World heritage from this period includes freedom of speech, trial by jury, and representative government.

- Our New World heritage from this period would include the ideals of freedom of religion, freedom of the press, and free education for all.

- Some of our most influential colonial leaders were William Penn, James Oglethorpe, Benjamin Franklin, Sam Adams, Patrick Henry, Peter Zenger, and others.

- Some of the important leaders during the Revolutionary War were George Washington, Phillip Schuyler, George Rogers Clark, John Paul Jones, Robert Morris, and others.

- There were other men and women who contributed much to the development of our heritage and traditions.

Discussion Questions

- What were the contributions of Roger Williams to our heritage of religious freedom?

- Why did James Oglethorpe found the Georgia Colony?

- Benjamin Franklin was a scientist, a statesman, an editor, and an inventor. What were some of his contributions in each of these areas?

- Why is Sam Adams often referred to as the "Father of the American Revolution"?

- Why was George Washington so important to the outcome of the War?

- What roles did Crispus Attucks, Benjamin Banneker, and Jean Baptiste AuSable play during this time?

4. Leaders with courage and wisdom were needed to help establish a new nation after the Revolutionary War.

   - Following the War, there was much confusion as many of the States started arguing among themselves over taxes, the acceptance of paper money from another State, and trade agreements.

   - There was little national pride. People preferred to be called New Yorkers, Pennsylvanians, etc., rather than Americans.

   - Some of the leaders in the establishment of our Nation were George Washington, Alexander Hamilton, Thomas Jefferson, and James Madison.

   - These and other men got together in Philadelphia and drafted a new Constitution which sought to make the United States truly one Nation.

Discussion Questions

- What are some of the things that States might quarrel about if there were no strong Federal Government?
- What qualities of leadership led to the selection of George Washington as President of the Constitutional Convention and as the first President of the United States?
- Why do we honor the contributions of Alexander Hamilton and James Madison to the new Nation?
- Why does our Nation owe a debt of gratitude to Benjamin Banneker?

5. As the frontier moved west from the Appalachian Mountains, many brave men and women paved the way for the more permanent settlers who followed.

   - The earliest pioneers followed the rivers - the Hudson, Susquehanna, Delaware, and their tributaries.
   - The Hudson River, Erie Canal route was one of the major factors in opening up the area west of the Appalachians.
   - At the end of the American Revolution, the Mississippi River, rather than the Pacific Ocean, was considered to be our natural western boundary.
   - Fur traders and hunters usually preceded the farmers and other settlers. Some of these men were free Negroes and escaped slaves.
   - Courage, self-reliance, and resourcefulness were typical qualities of most of the frontiersmen and women.
   - It was largely the search for furs that motivated the exploration of the land west of the Mississippi River.
   - Settlement of the Far West was spurred by the discovery of gold in California.
   - The frontier has been called America's first melting pot because differences in nationality, religious belief, and social position were of little importance.
   - Among the leading frontiersmen who opened the vast territory between the Appalachian Mountains and the Pacific Ocean are Daniel Boone, Stephen Austin, Zebulon Pike, Merriwether Lewis, William Clark, Bill Cody, Kit Carson, Jim Bridger, Marcus Whitman, Davy Crockett, Nathanial Love (Deadwood Dick), and Jim Beckwourth.

Discussion Questions

- Why did our earliest pioneers follow rivers westward?
- What problems did the earliest pioneers have to face?
- Why can we say that the American frontier was really a series of westward-moving areas?
- Daniel Boone, Kit Carson, Jim Beckwourth, and Buffalo Bill were well-known scouts. What were some of the responsibilities of a scout?
- Why was the Louisiana Purchase so important to the development of our Nation?
- What were the contributions of Marcus Whitman to the settlement of the Oregon Territory?
- Why was the western frontier considered to be more democratic than most of the eastern states?
- How did the coming of the frontiersman to the West affect the Indians' way of life?
- What similarities are there between our early frontiersmen who opened the West and our present frontiersmen of space and the ocean?

6. Due to its great natural wealth, inventions, use of research, its fine educational system, the abundance of skilled workers, and its economic system, the United States has become the greatest industrial Nation in the world.

- Inventors, scientists, and industrial leaders from many fields have contributed to this development. Among them are Eli Whitney, Cyrus McCormick, John Deere, Thomas Edison, George Washington Carver, Alexander Graham Bell, Samuel Morse, Andrew Carnegie, Henry Ford, Jonas Salk, Werner Von Braun, Albert Einstein, Granville Woods, Norbert Rillieux, Jan Matzeliger, Charles Drew, and many others.

Discussion Questions

- Who are some of the inventors and industrial leaders whose contributions in the field of communication have helped to unite our large country?
- How did the inventions of Cyrus McCormick and John Deere help to make the American midwest a great farming area?

- What important contributions have been made by such immigrant scientists, inventors, and industrial leaders as Andrew Carnegie, Albert Einstein, and Werner Von Braun?

- What contributions to health have been made by such research scientists as Jonas Salk and Charles Drew?

- Why was the work of George Washington Carver so important to our southern States?

- In what ways do you make daily use of some of the inventions of Thomas Edison?

- What effect did the work of Eli Whitney and Henry Ford have on our industrial growth?

- What two important industries were revolutionized by the inventions of Jan Matzeliger and Norbert Rillieux?

7. American freedoms, which are either social, religious, economic, and/or political in nature, have evolved through the years as we have worked toward true equality among all people.

   - This struggle for equality is as current as it is historical in nature.

   - The emphasis in recent years has been on equality of opportunity in education and work.

   - Many of our freedoms and ideals were expressed in the Declaration of Independence.

   - Many of our freedoms are included in the Constitution of the United States, especially in the Bill of Rights.

   - Over the years, men and women from all walks of life have advanced the cause of freedom and true equality in the United States. Among them can be found Thomas Paine, Abraham Lincoln, Harriet Tubman, Frederick Douglass, Sojourner Truth, Jane Addams, Susan B. Anthony, Jacob Riis, Martin Luther King, and others.

   Discussion Questions

   - Why does a freedom always entail a responsibility?

   - What do we mean by political, economic, and social freedom?

   - What methods are being used today by groups that are seeking true equality?

   - Why were Lincoln's "Emancipation Proclamation," the 13th, 14th, and 15th amendments important steps in the development of freedom?

- If the Declaration of Independence states "all men are created equal," why have certain people in our country had such a difficult time gaining true equality?

- What part is being played today by the various communications media in the struggle for equality?

- Why have recent decisions of the United States Supreme Court played an important role in helping all Americans attain equality of educational opportunity?

- What were some of the problems faced by American women in their long struggle for political equality?

- What are some of the immigrant groups that have been discriminated against in our country since 1789? If these same groups were discriminated against today, would they include over half the population of the United States?

8. For many years, the arts in the United States were imitations of European Culture. Gradually, however, our writing, poetry, painting, music, and other forms began to develop a distinctive American style.

   - Major contributors to our distinct American Culture would include Henry Wadsworth Longfellow, Edgar Allen Poe, Stephen Foster, Edward McDowell, Paul Lawrence Dunbar, George Gershwin, W. C. Handy, Marian Andersen, Winslow Homer, James McNeil Whistler, Frank Lloyd Wright, Samuel Clemens, Langston Hughes, James Weldon Johnson, and others.

   Discussion Questions

   - Why did the American frontier play an important role in the development of our literature and music?

   - What is folk music?

   - Why has the Negro Spiritual been called America's first original folk music?

   - Originality is a necessity in creative arts. In what ways were the works of Edgar Allen Poe, George Gershwin, and Frank Lloyd Wright original in nature?

   - Why are the stories of Mark Twain as popular today as they were when they were written?

   - Many American writers and poets, such as Sinclair Lewis and Gwendolyn Brooks, have received the Nobel Prize for Literature. Why is this considered to be a great honor?

9. One of America's greatest contributions to the world has been its system of free, public education.

- Our educational system has aided in the assimilation of many immigrants by introducing them to our language, customs, and ideals, thus preparing them for an active role in our society.
- Many immigrants have been attracted to the United States in the hope that our educational system would give their children the opportunity for a better life.
- An educated electorate is necessary for our democratic form of government.
- An educated population is necessary to maintain and advance our standard of living.

Discussion Questions

- Why is a good education system essential for our type of government?
- What is the function of public education in the United States?
- Why has our educational system been an attraction for many immigrants?
- Why is a good education important both to you and to your country?

GRADE 5

OVERVIEW

Major Culture Regions - Western Hemisphere

This year begins a 2-year cycle dealing with world regions. Not all regions of the world are suggested for study in the elementary school, mainly because completion of these studies will be effected during the high school years.

It is suggested that the United States be dealt with first, covering major climatic and vegetational regions and stressing the topography, latitude, bodies of water, and prevailing winds. Emphasis should also be placed on how people in this country live, and why. Such a study involves an interdisciplinary approach covering the economic and sociological patterns into which American life is organized.

Canada and Latin America would be dealt with in much the same way, with the added feature that a short survey of the history of each of these regions should be included. It is important that Central and South America be treated as regions, avoiding as much as possible the country by country approach and concentrating upon these sociological and economic features which are general throughout the area. Major generalizations and understandings should be stressed so that children develop a total picture of the ways in which people live in these regions.

Map and globe skills should be particularly emphasized. All appropriate special purpose maps, such as those of rainfall, vegetation, topography, demography, etc., should be extensively used. Longitude and latitude should be stressed, and many different projections and their uses introduced. Distances to and between places in the Western Hemisphere should be plotted on the globe.

The development of patriotic citizenship and continuance of American traditions is effected through the daily pledge of allegiance, the singing of patriotic songs, and the celebrating of holidays, and other special days. In addition, special attention should be given to the Declaration of Independence and to Bill of Rights Week.

GEOGRAPHIC INTRODUCTION

1. The land mass of the Western Hemisphere includes two continents, North and South America, and stretches from above the Arctic Circle south almost to the Antarctic Circle.

- East to west, these two continents extend from about 31° west longitude to about 180° west longitude (the International Date Line).
- Included within this vast area is almost every type of land form, climate, and vegetational conditions.
- In the high latitude areas of North America, tundra and taiga climatic-vegetational conditions are to be found.
- Moving southward, mid-latitude forests, grasslands, and deserts are to be found.
- Still further south, in the subtropics and low latitudes, there are areas of rain forests and tropical grasslands.
- A range of high mountains stretches along the western sides of both continents, beginning in Alaska and continuing all the way to Southern Chile.
- Both continents have vast interior plains or basins - the Mississippi basin in North America and the Amazon basin in South America.
- Both continents have high, interior plateaus, such as the Great Plains and Great Basin in the United States, and the Brazilian highlands in Brazil.

Discussion Questions

- Why are so many climatic-vegetational regions found in the Americas?
- To what extent does latitude influence climate?
- Is there any major connection between longitude and climate?
- Why do land forms sometimes influence climate?

2. In the Northern Hemisphere, warm ocean currents originate in tropical waters and flow northward and eastward in a curving, clockwise direction.

   - The Japanese Current begins in the southwest Pacific, flows northeasterly across the vast ocean, reaching the west coast of North America at about 48°N. Latitude. There it divides, part of it flowing south as far as Northern California.
   - As it reaches the area of Northern California, it swings out to sea. As the warm water flows away from the coast, cold water from the ocean depths rises to the surface.
   - Thus there is warm water off the coasts of Alaska and Canada, but cold water off the coast of the United States from Northern California southward.

- The Gulf Stream originates in the Caribbean and part of it flows into the Gulf of Mexico. The main stream flows northeastward along the east coast of the United States as far as New England and then out across the Atlantic. It continues on past northern Norway into the Arctic Sea.
- Thus the waters of the Gulf of Mexico and off the east coast of the United States are warm as far north as southern Maine.

Discussion Questions

- Why are the waters of the Japanese Current and Gulf Stream warm?
- Why do they flow in a northeasterly direction?
- Why do they curve to the right, in a clockwise direction?

3. In the Southern Hemisphere, which has much smaller land masses than does the Northern, cold ocean currents flow from south to north along the west coasts of the continents. Warm waters are found along east coasts.

- The coastal waters along the west coast of South America are cold as far north as the equator.
- This is because the currents are swinging offshore in a counter-clockwise direction, bringing cold water to the surface of a sea which is already cooled by cold, southern waters.
- Along the east coast of South America, warm waters flow south from the low latitudes until they reach the area of northern Argentina.

Discussion Questions

- Why are the waters along the west coast of South America cold?
- Why does the current which flows north along the west coast of Africa turn south after it crosses the Atlantic to the coast of Brazil?

4. The climatic patterns of the Western Hemisphere are influenced by these ocean currents and by the planetary wind system.

- This wind system has three major aspects - the oceanic whorls, the polar outbursts, and the monsoons.
- The oceanic whorls are huge, high pressure masses of air at about 30° of latitude on the eastern side of the oceans both north and south of the Equator.

- The air in these highs being heavy, it tends to move outwards. Because of the earth's rotation, it moves in a big, circular pattern - clockwise in the Northern Hemisphere, counterclockwise in the Southern.

- Thus the winds in the low latitudes are generally from the east, and the winds in the middle latitudes are generally from the west.

- The general pattern of wind flow can be influenced and changed by the polar outbursts.

- Huge, cold, high pressure masses form over the Arctic and Antarctic seas, and when they reach sufficient size they start to move towards the nearest body of warmer air.

- Thus in the Northern Hemisphere, particularly in winter, these outbursts of polar air result in northwest winds.

- In summer, these outbursts are not as strong, making it possible for a monsoon effect to influence the winds of the Gulf Coast region of the Northern Hemisphere.

- The monsoon winds change direction seasonally. In winter, they blow from the land toward the water. In summer, they blow from the water over the land.

- Thus in summer, warm, moisture laden winds from the Gulf of Mexico flow inland, curving northeast, far into the interior of the United States.

- In general, it can be said that precipitation results from winds blowing over warm water into the land.

- Thus the central and eastern United States receive adequate rainfall as a result of the winds which blow over the warm south Atlantic (the ocean whorls) and those which blow northeast from the Gulf (the monsoons).

- The winds which hit the southwestern coast of the United States blow over cold water, and carry little moisture.

- The winds which blow over most of Central America, and much of South America, are from the east, and are heavily laden with moisture from the warm, tropical seas.

- The winds that blow over much of the west coast of South America come from the west over cold water and carry very little moisture.

Discussion Questions

- Why do the winds of the ocean whorls move in a circular direction?

- Why does very cold air from the polar areas move toward the warmer air of the mid-latitudes?

- Why do monsoon winds blow inland in the summer?

- Why do winds blowing over cold water carry little moisture?

- Why do many areas in the low latitudes receive a great deal of rainfall?

- Why do the central and eastern parts of the United States receive 30-40 inches of rainfall in an average year?

- Why do northern and central South America have heavy rainfall as far south as Argentina?

- Why is western South America quite dry as far north as Colombia?

- Why are extensive savannah lands found in the interior of Venezuela?

5. Many special-purpose maps can be used in studying any area.

   - There are topographical and relief maps which indicate land forms and elevation.

   - There are rainfall maps which show the distribution of rainfall.

   - There are demographic maps which indicate population distribution.

   - There are resource maps which show the distribution of many types of natural resources.

   - There are soil maps which indicate the soil types that can be found in given areas.

   - There are land-use maps which indicate the purpose for which land is utilized, whether it be for farming, lumbering, manufacturing, or other use.

   - There are vegetation maps which show the natural vegetation of a given area.

   - All of these maps, and others of a similar nature, can be found for the whole of the Western Hemisphere and for selected parts thereof.

   - There are maps showing the direction of flow of ocean and wind currents, also ocean temperatures.

   Discussion Questions

   - Why do we need many different types of maps in studying the Western Hemisphere?

   - Which types of maps would be useful for studying the region in which you live?

UNITED STATES

GEOGRAPHIC OVERVIEW

1. The United States is the world's fourth largest Nation in area. It is thus a land with a great variety of geographical features.

   . The United States is bordered on the east and west by the world's two greatest oceans, the Atlantic and the Pacific.

   . To the north, the United States is bounded by Canada, while the southern boundary is the United States-Mexican border on the west and the Gulf of Mexico in the central and eastern sections.

   Discussion Questions

   . Why is the United States to be considered fortunate in having both the Atlantic and Pacific oceans as boundaries?

   . What are the advantages for the United States of getting along peaceably with Canada and Mexico?

2. There are four major land divisions in the United States - the Atlantic Coastal Plain and the Piedmont Plateau, the Appalachian Mountains, the Great Plains, and the Western Mountains and Plateaus.

   . The first of these, the Atlantic Coastal Plain and the Piedmont Plateau, extends from the New England States to Florida. It varies in width from very wide in the South to quite narrow in the North.

   . The Fall Line serves as the dividing line indicating where the coastal plain stops and the Piedmont Plateau begins.

   . The Fall Line is an imaginary line drawn through the location of rapids and falls on the many rivers flowing out from the Appalachian Mountain region to the Atlantic Ocean.

   . The Appalachian Mountain region consists of a great number of ranges and plateaus. It is located to the West of the Piedmont and it stretches from Maine to Alabama.

   . The Appalachian Mountains are not as high as the Rocky Mountains. The Appalachian Mountains are called "old" mountains because they were formed first and are now rounded from age and the weather.

   . Many famous ranges, such as the White and Green Mountains, the Blue and the Great Smokies are parts of the Appalachian Mountain chain.

- The Great Plains are generally level. They comprise a vast area in the central part of the United States and stretch from Canada in the North to the Gulf of Mexico in the South.
- These plains are the great agricultural area of the United States. The extensive river system, the Mississippi-Missouri, drains this very fertile area.
- The Western Mountains comprise the last major region. Not one, but several mountain ranges make up this region.
- The Cascade and Sierra Mountains are located near the Pacific Coast. Further inland are the more imposing Rocky Mountains.

Discussion Questions

- Why has there been a tendency for people to settle near rivers or other bodies of water?
- Why do mountains interfere with transportation and communication?
- Why is a Nation's development both helped and hindered by such geographic features as mountains, plains, and river systems?

3. The United States is subjected to a variety of climates because of its size and location.

- Climate and terrain have influenced the land use patterns of our expansive country.
- The climate of the deep South is of the type called humid subtropical. It is characterized by mild, rainy winters, and long, hot, rainy summers.
- The cooler climate of the Northeast is due to its latitude and southward movement of polar high pressure systems during the winter months.
- Extensive forests grow in Washington and Oregon because of what is called a West Coast marine climate. A marine climate is characterized by mild temperatures and abundant rainfall.
- Southern California has a Mediterranean climate, characterized by long, hot, dry summers and short, mild winters when much rain falls.
- For the most part, winter rains are confined to the coastal areas by the Coast Range mountains. Inland, much of Southern California is desert.

- Some of the deserts of lower California have been made into fertile farm lands through the building of large irrigation projects.

- Very hot summers and extremely cold winters describe the climate of much of the Great Plains area. This is known as a continental climate because it is typical of areas far from the oceans.

Discussion Questions

- Why have our varied climates helped the United States to become a great Nation?

- Why does the northeast and the Mississippi Valley receive quite a bit of rain?

- How do mountains play an important part in climate?

- Why do we have the two terms "climate" and "weather"?

- Why does the central United States have a continental climate?

- Why does annual precipitation gradually decrease as one moves west from the Mississippi toward the mountains?

- Why are desert areas found in Utah, California, and Arizona?

- Why was it long assumed that desert soils were unproductive?

SOCIAL ORGANIZATION

1. The American people are of varied national, cultural, racial, and religious backgrounds. We are a Nation of immigrants.

   - The American Indian was already present on the North American Continent when the first Europeans arrived. There were very few Indians in this vast territory, and they were soon pushed aside by the growing tide of colonists.

   - Most Americans are descendants of Europeans who came here in growing numbers beginning in the 17th century. A floodtide of immigration was reached during the late 19th and early 20th centuries.

   - In addition to the European influence, a limited number of Asians came to this country to work and live.

   - About 10 percent of our people are Negroes.

   - Because our people came originally from many lands, American culture patterns are an amalgam of customs and traditions from many parts of the world.

   - Despite such fusing of cultural ways and ideas, some racial and religious prejudice and discrimination still exist in our country.

- Certain rights and privileges guaranteed to all citizers by the Federal Constitution and laws are still denied to such groups as Negroes, Puerto Ricans, American Indians, and other minority groups.

- Discrimination is most likely to be found in housing and employment opportunities.

Discussion Questions

- Why was the American Indian pushed aside by the colonists?

- Why did Europeans come to the United States in growing numbers during the 19th and early 20th centuries?

- Why has it been to the advantage of the United States to be populated by people from many lands?

- Why did the people of the United States welcome some of the immigrants who poured into this country and reject others?

- Why has this country been able to succeed for the most part in absorbing immigrants into an American culture pattern?

- Why do prejudice and discrimination still exist? What is at the root of such feelings?

- Why is it difficult to eliminate discrimination and prejudice, and what is being done along these lines?

2. Religion plays an important part in American life. Most families are members of some religious organization.

   - The majority of the people of the United States are members of the several Protestant sects, but the Roman Catholic Church is still the largest single organization.

   - The Jewish faith has several million members in the United States.

   - Millions of American families take a very active role in supporting the religious group of their choice. They contribute billions of dollars a year to the support of organized religion.

   - Religious organizations perform a number of valuable functions in American life beyond the meeting of the spiritual needs of church members.

   - Most religious groups carry on or sponsor extensive social functions in their communities.

   - Most religious groups engage in many worthwhile charitable programs.

- Some religious groups maintain extensive school systems which teach the usual school subjects and also provide religious instruction.

- A great many of our colleges and universities were founded by and are affiliated with religious organizations.

Discussion Questions

- Why do almost all of the world's people practice some form of religion?

- Why is the United States described as a Christian Nation?

- Why do religious organizations perform social and charitable functions?

- Why do some religious groups maintain their own schools?

- Why are there many religious groups in the United States?

3. The system of free public education has been very important in the development of an American culture.

   - Education has always had an important place in American life. Free, public (though often church sponsored) grammar, and primary schools were established in most of the American colonies long before we became a Nation.

   - The promotion of public education became an early cornerstone of governmental policy, for it was generally believed that an educated and informed citizenry was essential to the effective function of democracy.

   - At first, only elementary education was publicly supported, but as the years went by more and more of our States and communities provided free schooling through the 12th grade.

   - Today, even college and university education is provided free of cost in many of our States.

   - Over the years, the schools have helped the children of immigrant families to learn the English language and to accept American ideals, ideas, values, and customs.

   - Schools today are one of the most important forces in helping children to build a commitment to this country's way of life and to the democratic ideals for which the Nation stands.

Discussion Questions

- Why were schools established in the colonies?
- Why is an educated and informed electorate needed in a democracy?
- Why should free, public education be provided through the high school and college level?
- What might have happened to the millions of immigrant children if there were no free public schools for them to attend?
- Who pays for free public school systems, and how?

4. A dynamic characteristic of the American people is that they have always been mobile.

   - In the early days of this country, the movement was toward the West.
   - This westward movement on the part of the early settlers helped fill in the great expanse of land between the Atlantic and Pacific coasts.
   - A more recent trend in population movement has been that of people moving from the farm and rural areas to the cities and suburban areas.
   - Millions of Americans change jobs frequently, often moving from one section of the country to another.

   Discussion Questions

   - Why are Americans likely to move their place of residence frequently?
   - Why is it usually not a hardship for Americans to move?
   - Why has there been a movement of people from the farms to the city?
   - What are some of the problems of a society that is as mobile as ours?
   - Why have many Negroes left the South, during the last 25 years, to find homes in the North?

5. In recent years we can observe Americans taking a greater interest in the arts, in sports, and other leisure time activities.

   - One of the major results of the industrialization of our country was to make possible more leisure time and money for a great many Americans to pursue interests other than their vocations.

- Another social phenomenon which can be attributed in part to industrialization as well as the freedom of economic opportunity provided by our republican form of government is the tremendous growth of the middle class.

- While the United States still has its very rich people, and its very poor people, most citizens fall in the middle between these two extremes.

- To a large extent, it is the middle class that sets the style in clothes and manners, as well as greatly influencing all the media in the entertainment world from movies to sporting events.

Discussion Questions

- Why has the great wealth produced in the United States been shared by many people?

- Explain why the promoters of sporting events and the producers of movies and television shows take into account the likes and dislikes of middle-class Americans?

- How can leisure time be a problem?

- Why are most Americans able to enjoy such things as automobiles, television, household appliances, and the like?

ECONOMIC ORGANIZATION

1. The people of the United States, in common with all the people of the world, must attempt to solve the basic economic problem - that of scarcity.

   - Human wants are unlimited, while the supply of available resources needed to fill these wants is limited. This creates the problem of scarcity.

   - Thus the United States must make certain economic decisions:
     - What and how much to produce
     - How to combine and use resources in production
     - How goods and services will be distributed

   - The nature of these decisions determines the kind of an economic system a country or people will develop.

   Discussion Questions

   - Why can it be said that human wants are unlimited? Is this as true in the United States as it is in Southeast Asia?

   - Why must decisions as to the use of available resources be made?

2. The United States has developed an economic system called "capitalistic." It is also described as a modified private enterprise market economy because it operates within a framework of government controls.

   - Under this system, the economic decisions mentioned above are made, for the most part, by private individuals and groups.

   - These individuals and groups decide how to combine and use resources in production. The basic resources of production are raw materials (natural resources such as metals, wood, oil, etc.), human resources (labor), and capital goods (factories and equipment).

   - They decide what and how much to produce. Such decisions are usually based on the consideration of how much can be sold at a profit (the market aspect of the economy).

   - They decide how the goods produced will be distributed. Basically, goods will be distributed to those who have the money and are willing to pay for them. This is how a market economy works.

   - Most of these major economic decisions are made by organizations called corporations. Many corporations are small, having only a few owners. Others are very large, and they are "owned" by many thousands of people who hold their shares of stock. As part owners, they have a say in the operation of the enterprise and share in its profits.

   - Though most of the major economic decisions are made by the large corporations, there are many thousands of small, individually owned businesses that play an important role in our economy. An example would be the corner grocery store.

   Discussion Questions

   - Why do we have a capitalistic economy?

   - Why do we allow individuals and small groups to make important economic decisions?

   - How do the people of the country as a whole, in our market economy, participate in making decisions as to what and how much will be produced?

   - Why do corporations play so large a role in our lives?

   - Who are the people who run the corporations which make so many important economic decisions?

   - What part do small businesses play in our economy?

3. Though most important economic decisions are made by individuals and groups under the private enterprise system, governments (national, State, and local) play a very important role in our economy. For this reason, some people describe ours as a "mixed economy."

   - The Federal Government influences our economy through the spending of large sums of money to provide needed services which private enterprise does not supply (defense, postal service, etc.)

   - The government obtains most of the money it spends through taxation. It also borrows money if taxes collected do not cover expenditures.

   - The Federal Government also has established independent regulatory agencies which affect our economy. Some are:
     - Interstate Commerce Commission, which regulates railroads, trucks, buses, and pipelines.
     - Federal Power Commission, which regulates the power industry.
     - Federal Trade Commission, which polices unfair business practices, such as false advertising.
     - Federal Communications Commission, which regulates radio, television, telephone, and telegraph industries.
     - Civil Aeronautics Board, which regulates the routes and rates of airlines.

   - In addition to these independent agencies, the Federal Government carries on many other activities which deal with our economy.
     - It enforces antitrust laws which are aimed at preventing monopoly practices.
     - It buys and stores surplus farm products through the Commodity Credit Corporation.
     - It insures bank deposits through the Federal Deposit Insurance Corporation.
     - It sets up pure food and drug standards through the Food and Drug Administration.

   Discussion Questions

   - Why is our economy sometimes called a "mixed economy"?

   - Why has the Federal Government set up a number of regulatory agencies?

   - Why were antitrust laws passed by Congress?

   - Why does the Federal Government insure home loans and bank deposits?

   - Why are some government agencies called corporations?

   - Why does the government borrow money?

- Why does government spending and tax collection have an affect on the economy?

4. State and local governments also influence economic life.

- There are State banking and insurance laws which control the operations of these privately owned companies.

- There are State minimum wage laws, unemployment insurance programs, liquor laws, and many other programs and laws which have a direct bearing on the way private individuals and corporations can conduct their business.

- Cities, towns, and counties also have laws and regulations which control such things as building standards, health standards, restaurant operation, and the like.

Discussion Questions

- Why do State and local governments have laws and regulations which control the operation of many privately owned businesses?

- What could happen, in a free enterprise, market economy, without such controls?

5 The capitalistic, private enterprise market economy of the United States, operating under government regulation, is the most productive in the world.

- The productiveness of our economy is measured in terms of the dollar value of the goods and services that it produces and sells.

- The goods and services produced in the United States are valued in excess of 800 billion dollars per year. This total is far larger than that of any other country or even a group of countries such as Western Europe.

- What this means in human terms is that the people of this country, for the most part, enjoy a very high standard of living.

Discussion Questions

- Why do we differentiate between goods and services?

- Why is it important that our economy produces very large quantities of goods and services?

- Who buys the goods and services produced by our economy?

- What is meant by "high standard of living"?

6. Our economy has shown tremendous growth and strength for several reasons:
   (1) Under our private enterprise system, a huge mass market for goods and services has been developed.
   (2) Businessmen, corporations, and investors have spent huge sums to build the plant and equipment, and to develop the processes, which make mass production possible.
   (3) Our various levels of government have spent huge sums of money to educate our people and improve the skills and knowledge necessary to provide an efficient work force to operate the plant and equipment.

. Most of the goods and services produced by our economy are sold to the American people themselves.

. This is because our economy has worked out a distribution of national income which makes it possible for most of the people of the United States to buy the things they want and need.

. The people of our country have the highest per capita spendable income of any people in the world - higher than the world has ever known.

. This creates a huge pool of demand for food, clothing, shelter, cars, appliances, and all the other products of American industry.

. In order to meet this demand, American industry has developed highly efficient methods of production, including specialization and division of labor, technological improvement, and automation.

. Our educational system has helped to meet the ever-growing demand for workers to fill the increasingly skilled jobs that technological improvements and automation creates.

Discussion Questions

. Why is the United States a "mass market?"

. Why are investors so important in a capitalistic economy?

. What are capital goods?

. Why can it be said that government has been instrumental in developing human resources?

. Why do the people of the United States have the highest per-capita spendable income in the world? What is meant by "spendable?"

. How have the labor unions affected per-capita income?

. Why has specialization contributed to the productiveness of industry?

- What is meant by division of labor?

- Why does modern industry require an educated work force?

7. The agricultural sector of our economy is particularly productive, so much so that it creates a problem.

   - Many years ago, most of our people lived on farms which were almost self-contained economic units (subsistence farming).

   - As our country became industrialized, the number of people living and working on farms declined, but agricultural production increased.

   - This was due to specialization in farms, and technological improvements such as the reaper, the thresher, improved plows, improved seeds and fertilizers, and the development of the tractor (which came late but was of revolutionary importance).

   - Today there are fewer than six million people working at farming, and they produce not only enough food to feed 200 million Americans, but very large surpluses as well.

   - This creates the problem of how to deal with the surpluses.

   - At present, the Federal Government is attempting to solve this problem in two major ways: (1) by paying farmers to keep land out of production, and (2) by buying and storing some of the surpluses produced.

   - The Government buys surpluses in order to "support" the prices of farm products so that those who work at farming will have adequate incomes.

   - American taxpayers are paying more than five billion dollars a year to defray the cost of the two programs mentioned above.

   Discussion Questions

   - What is subsistence farming?

   - Why has the number of people engaged in farming declined so much?

   - Why are many or most farms today specialized?

   - Why does our Government support the price of a number of farm commodities? What are some that are supported?

   - What does the support of farm prices do to the price of food?

- Which would receive the most support money from the Government, a small family farm or a large, corporate farm?

- Why don't we solve our problem of surplus storage (it costs about one million dollars a day to store the surplus food the Government buys) by giving the surplus foods to hungry people in other lands?

POLITICAL ORGANIZATION

1. The type of government of the United States can be described in many ways.

   - It is often called a Federal Republic because our 50 States are federated under a strong, national government.

   - Our Government is also called a democracy because it is a government chosen by the people and responsible to the people.

   - Freedom of the individual from arbitrary control and excessive authority of the Government is one of the basic ideas upon which the American political system rests.

   - The large population of the United States makes active participation by all citizens in governmental affairs impossible, so the running of the Government is handled by elected representatives of the people.

2. Our Government has three separate branches to perform the three major tasks of any government.

   - The people elect members of the House of Representatives and the Senate. The House and Senate--the legislative branch of our government--are called the Congress. The Congress makes the laws which govern the Nation.

   - Every 4 years, the people of the United States indirectly elect a President whose job is to enforce and carry out existing laws and to propose new legislation to Congress. The President is the head of the executive branch.

   - The third branch, called the judicial branch of the government, is made up of the Supreme Court and lower courts that the Congress has established. Their function is to interpret the laws.

   ### Discussion Questions

   - Why do we need laws?

   - Why don't we all vote on the laws to be passed?

- Why has it been said that the man with the biggest job and the most responsibility is the President of the United States?

- Why is it correct to say that the people "indirectly" elect the President?

- Why do we look upon the United States Supreme Court as our most important court?

3. The people of the United States have a written Constitution which, in a general way, furnishes the guidance and procedures for all governmental officials.

    - The United States Constitution was adopted in 1788.

    - The Constitution not only has served as a framework for our Government, but also has been admired and copied by foreign countries.

    - The most important political activity that the citizen performs is voting.

    - In voting, the individual citizen has an opportunity to elect the officials whom he thinks are the best qualified for the job.

    - As the role of government expands in our increasingly complex society, the intelligent and active participation of all citizens in the elective process becomes vital.

    Discussion Questions

    - Why is the role of our Government expanding?

    - In what other ways besides voting can a citizen participate in political life?

4. The United States is a leader of the Free World.

    - The position of being a world leader brings with it many attendant responsibilities.

    - Less wealthy and as yet underdeveloped countries depend on the United States for protection as well as financial assistance.

    - Smaller nations are frequently comparing the United States with Soviet Russia, the leading Communist Nation.

    - The United States exerts its influence through the United Nations as well as more regional groups such as NATO and the OAS.

Discussion Questions

- Why is the United States a member of the United Nations?
- Why is it unlikely that powerful nations won't simply close their doors to the rest of the world and its problems?
- What responsibilities do you believe the United States has toward smaller, less fortunate nations?

CANADA

GEOGRAPHIC OVERVIEW

1. Canada lies north of the United States, and is the second largest country in the world in area.

   . Canada stretches more than 2,000 miles from north to south and about 3,000 miles from east to west. Its eastern border is the Atlantic Ocean, while the Pacific Ocean is its western boundary.

   . The topography of this vast country is varied. Low hills and plains make up the area along the Atlantic Coast.

   . The St. Lawrence River Valley is an area of good farmland.

   . Surrounding Hudson Bay is an area known as the Canadian Shield. It is a very rocky region, but it is an important region for its forests and minerals. Much of the shield area is taiga land.

   . The Prairie Provinces are the locale of Canada's wheat belt. This gently rolling area is in the southern part of Canada across the north of the States of Montana and North Dakota.

   . The Pacific Coast region is the most mountainous area with many peaks above 10,000 feet.

   . The northern, underdeveloped region is called the Arctic area. Included in this area are the many northern islands along with a vast expanse of land called the Northwest Territories.

   Discussion Questions

   . Why do most Canadians live in the southern part of the country?

   . Why is the St. Lawrence River Valley heavily populated?

   . Why is much of northern Canada covered by taiga forests?

   . Why are large mineral deposits found in the Canadian Shield?

2. Stretching from about 45° North Latitude to within a short distance of the North Pole, Canada has several climatic regions.

   . Rainfall is plentiful along the Atlantic Coast, and winters are milder than inland areas of the same latitude.

- Northern Canada experiences long winters and short summers.

- Central Canada has an extreme, continental climate.

- Mild winters and heavy rainfall characterize the marine climate of the Pacific Coast.

- The southern areas of Canadian Provinces have climates similar to their across-the-border, neighboring States.

Discussion Questions

- Why do areas in the same latitude have differing climates?

- Why is rainfall fairly heavy along the Atlantic and Pacific coasts?

- Why do central and north-central Canada have less annual precipitation?

- Why are the winters fairly mild along the coasts?

HISTORICAL SUMMARY

1. The story of early Canada is one of a long, hard struggle to achieve unity.

   - Canada was settled by the French, primarily by people looking for a source of furs which were very valuable in Europe.

   - A few French farmers settled in the St. Lawrence Valley, but the population of Canada grew very slowly - much more slowly than that of the English colonies to the south.

   - The English also laid claim to Canada as a result of the early explorations of John Cabot. In a series of conflicts known as the French and Indian Wars, the English and the American colonists defeated the French, and Canada became an English possession.

   - This came about shortly before the American Revolution. As a result of the Revolution, many thousands of Loyalists from the colonies moved north to Canada. They settled mostly in what is now Ontario Province.

   - Thus there came into being two Canadas - Canada East, predominantly French, and Canada West, predominantly English.

   - For the next 100 years, this division continued and seriously slowed the development of Canada.

- About the same time as our Civil War, the Canadians realized how dangerous this continued division of their land could be - that it might even lead to war - and the English and French sections of the country compromised their differences and a unified Dominion of Canada was formed.

- From that time on, Canada's progress has been marked by steadily increasing economic and political growth. Railways were built linking the Atlantic and Pacific coasts, and industries came into being.

- Politically, Canada became more independent and democratic in its governmental institutions.

- Over the years, very close economic and cultural ties have grown up between Canada and the United States. For over a century, the Canadian U.S. border has been peaceful.

Discussion Questions

- Why did the population of French Canada grow much more slowly than that of the English Colonies?

- Why did the English want to take over Canada?

- Why did the Loyalists move to Canada in large numbers during and after the American Revolution?

- Why was Canada a divided country for so many years?

- What are the divisive elements that still remain in Canada today?

SOCIAL ORGANIZATION

1. Canada, like the United States, is a nation of immigrants.

   - The original inhabitants were a handful of Indians. Then came the French, who took over the St. Lawrence Valley region and pushed the Indians out.

   - After the English took over Canada, more and more English-speaking immigrants, some from the United Kingdom and some from the United States, settled in Canada.

   - Canada has long encouraged immigrants to settle in her vast, unoccupied lands, and a steady stream of peoples from Europe has come to make new lives for themselves.

   - Today, the population of Canada is about 20 million people.

- Of this number, about half are descended from English-speaking immigrants - English, Scottish, or Irish. About one third are descended from the original French Colonists. There are a few Indians and Eskimos, and the remainder are of European stock.

Discussion Questions

- Why did European settlers in the New World push the Indians out of their lands?
- Why would immigrants wish to settle in Canada?
- Why has Canada encouraged immigration?
- Why do we speak of French Canadians as a separate group?

2. Canada is a land of two more-or-less distinct cultures.

- The majority group, the English-speaking descendants of the United Kingdom settlers and other Europeans, make up one culture.
- The minority, the French-speaking Canadians, make up the other group.
- This situation has existed since the English first took over Canada and guaranteed religious freedom to the French inhabitants.
- The French were devout Roman Catholics, and a significant part of this religious freedom was the right to maintain their own schools.
- Thus, today, the French continue to send their children to parochial schools. The language of instruction is French, and French traditions and cultural values are taught. Though run by the church, these schools are state-supported.
- This situation exists mostly in the Province of Quebec. Throughout the rest of Canada, most schools are public schools in the same sense as those in the United States.

Discussion Questions

- Why do the French continue to be a distinct cultural group in Canada?
- What part has education played in maintaining this cultural division?
- How does the educational system in Canada differ from that in the United States?
- Why haven't Canadian schools served as an important agency of the "melting pot," as they have in the United States?
- What might have happened in our country if immigrant groups had established their own schools?

3. Outside of French Quebec, Canadian cultural patterns are very similar to those of our country.

   . The same language is spoken.

   . The same Protestant Churches are to be found and religion plays an important role in Canadian life. Like the United States, Canada might be described as a Christian Nation.

   . Almost all children attend public schools, and Canadians, as a group, are a very well educated people.

   . The influence of United States culture in Canada is strong, for more than two-thirds of Canada's people live in a narrow strip within 100 miles of the United States - Canadian border. They listen to and watch United States radio and television. They see United States movies and read United States magazines and newspapers. Most of the products they use (such as household appliances, cars, etc.) are either made in the United States or in Canada by subsidiaries of United States companies.

   . Much of what has been said above is also true of French Canada, the only major differences being that the people speak French and attend church schools which perpetuate distinctive cultural patterns.

   Discussion Questions

   . Why are the same religious groups and practices found in Canada as in the United States?

   . Do Canadian public schools teach much the same subjects as are taught in our schools? Might there be some differences?

   . Why do most Canadian people live so close to the United States?

   . Why do ways of living in the United States have such a strong influence on Canadian life?

ECONOMIC ORGANIZATION

1. Canada, like the United States and all other nations, must face the basic economic problem of scarcity. In facing this problem, Canadians have developed an economic system similar to ours.

   . Canada's economy can be described as a private enterprise, market economy with some government regulation.

- Most important economic decisions such as how to combine resources for production, what to produce and how much, and how to distribute the results of production, are made by private individuals and groups.

- This system has resulted in the growth of a strong and expanding economy.

- It is important that a large part of the investment capital which has aided the growth of the Canadian economy has come from investors in the United States.

Discussion Questions

- What is a private enterprise, market economy?

- Why should private individuals and groups make important economic decisions?

- Why does the Canadian government regulate industry and commerce?

- Why is investment capital necessary for economic growth?

- Why have United States investors supplied large amounts of capital for Canadian industries?

2. In recent years, particularly since World War II, Canada's economy has experienced very rapid growth.

   - Prior to the War, Canada could still be described as an agricultural country. More than half of her people made their living as farmers.

   - Today, more than two-thirds of Canada's people work at non-agricultural, industrial jobs.

   - Employment and wages are high, creating a substantial consumer demand, and the people of Canada, like those in the United States, live in a period of high, mass consumption.

   - That is to say, they buy and use or consume vast quantities of consumer goods such as food, appliances, housing, cars, etc. Next to the people of the United States, Canadians have the highest standard of living in the world.

   - This is reflected in the fact that the Canadian economy produces goods and services valued at about 50 billion dollars a year, a very high figure for such a small nation.

Discussion Questions

- Why has Canadian economic growth been so rapid since World War II?
- What part did the War play in stimulating economic growth?
- Why is consumer demand high in Canada?
- Why do nations with strong economies produce large quantities of consumer goods?
- In addition to consumer goods, what other kinds of products are produced in a strong and growing economy?
- Why is the Canadian economy capable of producing a large volume of goods and services?

3. The Canadian economy has the potential for much greater growth.

   - Canada has vast, virtually untapped reservoirs of natural resources, particularly metals and petroleum.
   - When these are developed, many new industries and jobs will come into being.
   - This will create a strong demand for additional workers. If these can be found (probably through immigration), Canada's population will grow.
   - Consumer demand will increase. New industries producing consumer goods will be built, and the whole economy will continue its present rate of rapid growth.

Discussion Questions

- Where are the bulk of Canada's untapped resources to be found?
- Why is it not easy to develop such resources?
- Why would the development of these resources create new industries and jobs?
- Why will consumer demand increase with the further expansion of Canadian industry?

POLITICAL ORGANIZATION

1. Canada is one of the world's leading democracies.

   - Canada was for many years a British colony.

- Since 1867 she has been practically an independent nation while maintaining close ties with Great Britain as a member of the British Commonwealth of Nations.
- Canada is divided into ten Provinces which are similar to our States.
- The Capitol and seat of government are located in Ottawa in the Province of Ontario.

Discussion Questions

- What does it mean when a country is referred to as a democracy?
- Why does Canada continue to be a member of the British Commonwealth?

2. Like the United States, Canada has a federal system of government.

- In a federal system of government, the national government controls those matters which are of national interest, while local matters are handled by provincial governments.
- The law making body is known as the Parliament and is made up of the Senate and the House of Commons.
- Canada's most important political office is that of the Prime Minister. He is chosen by a majority vote of the members of the House of Commons.
- As a politically and economically stable country, Canada exercises a great influence in world affairs, particularly through her membership in the United Nations and the North Atlantic Treaty Organization.

Discussion Questions

- Why are there similarities between the U. S. and Canadian governments?
- Must all democratic governments be alike in the manner in which they organize their governments?
- In what way do the political offices of Prime Minister and President differ?

LATIN AMERICA

GEOGRAPHIC OVERVIEW

1. Latin America stretches more than 7,000 miles from the southwestern border of the United States almost to the Antarctic Circle.

   - Much of Mexico, up to about 32°N, is in the lower middle latitudes.
   - Most of Latin America, from southern Mexico as far south as southern Brazil and northern Chile, is in the low latitudes or tropics.
   - Only the relatively small southern tip of South America is in the southern mid-latitudes.
   - In longitude, most of South America is east of the United States, and the eastern tip of Brazil is far to the east of New York City.
   - The Panama Canal, in Central America, is east of the State of Florida.

   Discussion Questions

   - Why is the area between 23°N latitude and 23°S latitude called the lower latitudes?
   - How far north and south of the Equator do the direct rays of the sun strike the earth?
   - Why do we no longer call the Tropics the "Torrid Zone"?
   - What would you expect the climate of the tropics to be?
   - How can we tell that most of South America is east of the United States?

2. The landforms of Latin America, as we might expect in so large an area, are many and varied.

   - The most outstanding feature of the land is the range of mountains which extends from Mexico all the way to the southern-most part of the South American continent.
   - The highest, most rugged mountains are the Andes, which run north and south from Venezuela to Chile in a band some 200 to 600 miles wide. They average some 10,000 feet in height, with some peaks as high as 20,000 feet.

- A second feature of the land is the Amazon lowland, extending some 2,000 miles from the Atlantic Ocean to the eastern side of the Andes. In places, this lowland is some 1,000 miles wide.

- Other features include the tropical grasslands (Llanos) of Venezuela, and the mid-latitude grasslands (Pampas) of Argentina.

- The eastern section of the South American continent has highlands and plateaus similar to the Appalachians in the United States.

- There are extensive deserts and dry lands in South America. Much of the western coast is arid, and the Patagonian plateau in Argentina receives little rain.

Discussion Questions

- Why are mountainous areas considered barriers to progress? Is this always true?

- Why is it difficult to develop an area such as the Amazon Valley?

- Why are some tropical areas covered with grass instead of trees?

3. An area as vast as Latin America, covering so many degrees of latitude, can be expected to have a wide variety of climates.

    - Prevailing winds and ocean currents (studied earlier in the year) greatly influence climate.

    - The warm, rainy climate which results in the growth of selvas is found in parts of Central America, the coastal areas of Colombia, and principally in the Amazon lowlands.

    - The warm, seasonally rainy climate that results in prairie grasslands is found in the Llanos of interior Colombia and Venezuela and the Campos of central Brazil.

    - The subtropical, seasonally rainy climate that results in prairie grasslands is found in the southern tip of Brazil, Paraguay, Uruguay, and mostly in northern Argentina. These are mid-latitude grasslands similar to those of the Iowa prairie lands in the U. S.

    - Most of the western coast of South America, as well as much of Mexico, has either an arid or semi-arid climate (less than 20 inches of rainfall a year).

    - Mountainous areas differ widely in climate, depending upon altitude and prevailing winds. The northern Andes receive much rainfall, and temperatures in the high mountains are always pleasantly cool even though they are located very near the Equator.

- Much of the mountain area of Mexico and the Andes range is fairly dry because the winds in these areas carry little moisture. Temperatures in the mountains get consistently lower as one goes higher. Many areas in the Andes are glaciated.

Discussion Questions

- What climatic conditions result in the growth of forests?
- What climatic conditions result in the growth of grasslands?
- Why is the western coast of South America primarily arid and semi-arid?
- Why do winds coming off the Pacific Ocean over Mexico and much of western South America carry little moisture?

4. The continent of South America is drained by four major river systems.
   - The LaPlata system drains the southeastern section.
   - The Amazon system drains the vast central section. It carries the runoff of half of the continent.
   - The Magdalena system drains the northwestern section.
   - The Orinoco drains the north central section.

Discussion Questions

- Why does the Amazon drain such huge quantities of water into the Atlantic?
- Why would the water level of the Amazon remain pretty much the same the year round?
- Why would the water levels of the LaPlata and Orinoco be apt to vary sometimes?

HISTORICAL SUMMARY

1. Before Columbus and the Spanish came to Latin America, this area was populated by Indians. Three groups of Indians had developed advanced civilizations.
   - Most of this vast territory was sparsely settled by small groups of Indians in the hunting and gathering stage of development.

- The Aztecs had developed an extensive civilization in the central highland region of Mexico. They excelled as warriors and administrators, practiced a form of religion which included human sacrifice, and built magnificent temples and public buildings.

- The Incas developed a civilization in the Andes mountains in what is now Peru, Bolivia, and Chile. The area over which they ruled was extensive and was tied together by a network of very fine roads. (They were great engineers.) They were not a religious people, but they built many fine palaces.

- The Mayans developed a civilization in the tropical lowlands of Central America. Of the three groups, these were the most culturally advanced, for they invented a lunar calendar, a system of mathematics, and a written language. For reasons as yet unknown, Mayan civilization had ceased to exist before the Spanish came to the area.

Discussion Questions

- What conditions must exist before a people can build a civilization?

- Why has farming played so important a role in the development of civilization?

- Why do you suppose the Aztecs practiced human sacrifice?

- Why do you suppose the Mayan civilization died out?

2. Soon after Columbus's voyage, the Spanish began to conquer the Indians of Latin America and to colonize the land.

   - Cortez and Pizzaro are perhaps the most famous of the Conquistadores, for they conquered the Aztecs and Incas.

   - They were looking for gold and precious stones to send back to Spain, and these they found in abundance. Spain became very rich.

   - The Conquistadores were followed by colonists. Many aristocratic Spaniards were granted huge tracts of land in the New World, and they began to establish farming operations. For labor, they enslaved the Indians.

   - It is important that the Spanish colonies were governed differently from the English colonies in North America. Spain was an autocratic monarchy, while the people of England were already gaining some say in their government. This attitude was transferred to the New World, where the English colonists had much to say about their own rule, while the Spanish were governed by viceroys appointed by the King. The Spanish settlers had little to say as to how they would be governed. The Indians, of course, were completely powerless.

Discussion Questions

- Why were the Spanish able to conquer the Aztecs and Incas?
- Why did the Spanish wish to conquer these lands in the New World?
- Why are gold and jewels valuable?
- Why would Spanish aristocrats wish to receive large grants of land in the colonies?
- Why did they enslave the Indians to work their farms, rather than doing their own work or bringing in Spanish peasants to work on their estates?
- What is an autocratic monarchy?

3. Other European nations also established colonies in Latin America.

- The only large colonizing effort by a country other than Spain was that made in Brazil by the Portuguese.
- England set up small colonies in Guiana, Jamaica, the Virgin Islands, Honduras, and some of the Lesser Antilles.
- France had colonies in Guiana, Haiti, and some of the Lesser Antilles.
- The Dutch had colonies in Guiana and Aruba.

Discussion Questions

- Why were the Spanish able to claim and hold most of Latin America?
- Why did other European countries wish to establish colonies in Latin America, particularly in the Antilles?

4. Most areas of Latin America gained independence in the early 1800's.

- The Creoles (people of Spanish descent who were born in the colonies - the aristocrats of the colonies) were dissatisfied with being ruled by officials sent from Spain. They wanted some say in how they were governed.
- Revolts began to spring up throughout Latin America. Soon the colonists were rallying behind two famous leaders - Sam Martin of Argentina and Bolivar of Venezuela.
- Under the leadership of these two men, Spanish South America gained independence in the early 1800's.

- Mexico gained independence from Spain under the leadership of Iturbide.

- It should be kept in mind that these were not "popular" uprisings involving all of the people of Latin America. Rather it was the native Spanish aristocrats fighting for freedom from the domination of Spanish-born aristocrats.

- Brazil gained independence from Portugal in the 1820's when Dom Pedro, the son of the Portuguese King, declared himself the emperor of Brazil. There was no armed conflict involved.

Discussion Questions

- Why did the Creoles resent domination by Spanish officials?

- Why were these "revolutions" not revolutions in the true sense of the word?

- Why weren't the masses of people involved in the wars of liberation?

- Why did Brazil gain its independence without a fight?

5. After the Creoles had gained independence from Spain, disagreements arose between leaders in different areas.

   - Thus, where there had been only eight Spanish colonies, eighteen independent countries came into being.

   - From time to time, these countries engaged in armed conflict with their neighbors, leading to a great deal of confusion and suffering among the people.

   - As before the struggles for independence, these countries continued to be ruled by the white aristocrats who were the owners of the large estates.

   - Having no tradition of, nor experience with democratic procedures, the power of government usually rested in the hands of one man. Throughout the years, there have been many "revolutions" in all of these countries wherein the followers of one man would seize the power of government from the followers of another man.

   - The majority of the people did not take part in these "revolutions," because they did not then, nor have they now, any say in how their countries are governed.

   - In only one country, Mexico, has a true revolution taken place which has changed the basic character of the country. In Mexico, the large estates have been broken up, the people have been given a say in government, and real democracy has been established.

Discussion Questions

- Why were the eight Spanish colonies transformed into eighteen independent nations?
- Why did the power of government remain in the hands of the Creole aristocrats?
- Why did the masses of people have no say in how their countries were governed?
- Why has one-man rule been the usual form of government in Latin America?
- Why have conditions changed in Mexico?

6. The Roman Catholic Church has played an important role in the history of Latin America.

- Spanish priests and missionaries accompanied the conquistadores as they took over Latin America.
- As soon as they were conquered, the Indians were converted to the Christian faith.
- Over the years, the Church gained large land holdings and increased its power by entering into a firm alliance with the Creole aristocracy.
- Today, as in years past, the Church continues to be wealthy and powerful, for it holds great influence over the lives of most of the people of Latin America.

Discussion Questions

- Why did priests accompany the conquistadores of Latin America?
- Why did the Indians convert to Christianity?
- Why is the Church as wealthy and powerful as it is?

SOCIAL ORGANIZATION

1. The population of Latin America today is slightly over 200 million people, consisting mainly of three racial groups: The American Indian, the Negro, and the descendents of Europeans. There are also many people of mixed ancestry, called Mestizos.

   . The three racial groups are not equally spread out through Latin America but rather one race is usually predominant in a specific area.

   . As an example, about 90 percent of Haiti is Negro, whereas over 50 percent of Guatemala is Indian.

   . The most numerous European group are the descendants of the original Spanish conquerors and settlers.

   . In recent years, many new European immigrants have come to countries such as Argentina and Brazil.

   . The people of Latin America are much less concerned with racial difference than are people in the United States.

   . All peoples of Latin America mingle freely and interracial marriages are common.

   Discussion Questions

   . Why do you find a concentration of Indians in Mexico, Central America, and in western South America?

   . Why were Negroes brought to the Caribbean and South America?

   . Why are racial differences less of a problem in Latin America than they are in the U.S.?

   . Where do the bulk of Latin America's 200 million people live?

2. The social problems of Latin America are more likely to revolve around class structure rather than racial origins.

   . A social class system of three levels prevails in most Latin American countries.

   . The upper or ruling class is composed mainly of people who are descendants of Europeans.

   . The middle group, called Mestizos, which often mixes the culture of their Spanish heritage with that of the Indian culture.

- The lowest social class is chiefly made up of Indians in some areas, Negroes in others.

Discussion Questions

- Why might Latin Americans place less emphasis on racial background than on social class?

- What social classes exist in the United States and how do they differ from social class in Latin American countries?

3. Associated with the rigid class structure, and even helping to perpetuate this class structure, is the existence of feudalism in Latin America.

   - A Latin American feudal society is identified by the following characteristics: (1) huge, landed estates, (2) rigid, hierarchal class structure, (3) an authoritarian church, and (4) dictatorial governments.

   - Feudalism tends to fix social relations between people because social position in such a society is inherited rather than earned.

   - The implications of feudalism for Latin America are that it tends to be a self-sufficient living arrangement, and thus there is little desire for change on the part of the people who could best bring about change, the upper class.

   Discussion Questions

   - Why does a feudal society exist in Latin America?

   - Why are rigid social class systems a hindrance to a country's progress and development?

   - Why do you consider the existence of a rigid social class system to be undemocratic?

4. The chief religion of Latin America is Roman Catholicism.

   - In most countries, over 85 percent of the people are members of the Roman Catholic Church.

   - The role and influence of the Roman Catholic Church in Latin America is not limited to religious matters, but extends into the cultural, social, political, and economic affairs of the people.

- Because of its vast influence in the past and present history of Latin America, the Roman Catholic Church in recent times has been criticized for indirectly assisting the wealthy, ruling class to maintain and perpetuate the existing social, economic, and political conditions of these countries.

- The Church today is one institution which is powerful enough to assume a role of leadership in bringing about social, political, and economic reform. All that is needed is for the Church's leaders to act, for the organizational structure as well as the power and influence, are already established.

Discussion Questions

- Why are most of the peoples of Latin America Roman Catholics?

- Why has religion been so important in the daily lives of the poor people of Latin America?

- How could the Church bring about changes in Latin America?

5. There is a wide separation in cultural activities and interests between the wealthy families and the masses of people at the bottom of the social class structure.

   - The culture of the upper class Latin Americans is basically European because it was only natural for the European conquerors and settlers to maintain their own interests rather than adopt the patterns of the Indians.

   - The culture of the lower classes reflects the patterns of living and the interests of the once-primitive Indian.

   - Latin America culture in general bears the marks and signs of the influence of the Indians, far more than the Indians of the United States have had on our culture.

   - Adobe brick, the serape (blanket), the poncho, and in the food line, tamales and tortillas--all these items bear witness of the lasting influence of the Indian in Latin America.

   - Indian folk art and handmade goods reflect long-standing traditions and serve to remind Latin Americans of their heritage in an ever-changing world.

   Discussion Questions

   - Why has the Indian of the United States had so little effect on our culture?

- Discuss the existing differences between the Indian of the United States and the Indian of Latin America with reference to their social, economic, and political status.

6. Today, the key word in Latin American life is change.

   - Everywhere change is prominent; some of it planned and organized, some of it sporadic and seemingly with no direction.
   - The rising middle class helps to explain the dynamic changes which are beginning to pervade every aspect of Latin American life.
   - It is the new middle class, with its high regard for modern things, the urban way of life, its respect for industry and technology, and its nationalistic fervor, that has pointed the way for change and exerted the leadership.
   - Latin America's major problems, namely, widespread poverty, unstable politics, population explosion, and lack of industrial growth won't be solved easily this year or next, but the winds of change are beginning to dislodge the forces which have maintained the status quo.

   Discussion Questions

   - Why is it always difficult to bring about change?
   - Why is a larger "middle class" needed in Latin America?
   - What possible suggestions have you that might help Latin America solve its problems of poverty, unstable politics, and slow pace of industrial growth?

ECONOMIC ORGANIZATION

1. The fundamental economic problem of scarcity is a very serious one in Latin America, for this whole area is economically underdeveloped.

   - A very large segment of the population ekes out a living by means of subsistence agriculture.
   - The major resources of production - raw materials, capital goods and funds, and human resources, are largely missing in the Latin American economy.
   - Thus there are few industries to be found in Latin America, for an industrial economy cannot be built without these major resources of production.

- Latin American governments, with much help from the United States, are attempting to develop their economies by supplying the resources of production, particularly capital goods and funds, as well as developing their human resources through improved educational programs.

Discussion Questions

- Why do so many people throughout the world exist by means of subsistence agriculture?
- Why are capital goods and funds needed to build an industrial economy? Where do they come from?
- Why are Latin American governments attempting to build industrial economies? Why is the U.S. helping them?
- Why is the improvement of education necessary to building an industrial economy?

2. Agriculture is the most developed sector of the economy in most Latin American countries.

- Latin American countries tend to specialize in one particular crop. This is known as monoculture.
- The great disadvantage of monoculture is that any natural disaster such as drought, or the inability to sell to foreign countries, can bring on undue hardships which would have been much less severe if only these countries had a more varied agriculture.
- Among the important agricultural crops are bananas, sugar cane, cacao, wheat, coffee, cotton, and corn.
- In Central America, and parts of South America, bananas are grown on extensive plantations. When handling and shipping problems were solved, bananas became widely eaten in the United States and Europe.
- The climate of Cuba is ideal for sugar growing. Here, the heavy rainfall, high temperatures, and fertile soil aid the growth of sugar cane.
- The bean of the cacao tree is the source of chocolate and cocoa. These trees need hot temperatures and heavy rainfall for proper growth and are grown in parts of Central America and South America.
- Latin America supplies 85 percent of the world's coffee beans. Brazil, the "coffee pot of the world," grows more coffee than any other nation.

- On the pampas of Argentina, wheat is grown and beef cattle are raised. Most of Argentina's wheat and beef find their way to the dinner tables of Europe.

- In recent years, Brazil has increased its cotton growing to a very large extent, while further north, Mexico has turned her north central area into an important cotton growing region by irrigating the land.

Discussion Questions

- Why is monoculture economically risky?

- Why do so many Latin American countries specialize in one or two cash crops?

- Why has commercial agriculture developed in Latin America while industry has not?

- Where in Latin America is the climate suitable for the growing of bananas, cacao, sugarcane, and coffee?

3. In so vast an area as Latin America, one expects to find sources of valuable minerals.

   - Copper, nitrates, petroleum, tin, iron, bauxite,and platinum are some of the minerals mined in Latin America. These minerals are exported to Europe and the United States.

   - As is often the case, the price and value of exported raw materials have not kept pace with the prices of manufactured goods that Latin American countries must import.

   - Somewhat similar to monoculture is the economic dependence by several countries on their exportation of one or more minerals, for a drop in the world price of minerals severely hurts their economies.

   - At present several Latin American countries are very fortunate to have large deposits of highly desired minerals, namely: petroleum, copper,and bauxite.

   Discussion Questions

   - Why is it that from time to time the demand for and desirability of certain minerals shifts?

   - How is the lack of industrialization in Latin America related to the exportation of her minerals?

4. Many reasons are given for the slow growth of industries and manufacturing in Latin America.

   - Wealthy Latin Americans have preferred to keep their money invested in agriculture and mining rather than to invest in industry because they felt it was economically safer.
   - Manufacturing requires the employment of skilled and educated workers of which Latin America has few.
   - Poor transportation facilities, made even worse by the difficult terrain, pose a major problem for industrial development.
   - Foreigners are uneasy about investing money in many Latin American countries because of the unstable political conditions.
   - In spite of the many handicaps, industrialization is increasing in Latin America.
   - In some countries like Brazil and Mexico, industrialization is proceeding at a fast pace.

   Discussion Questions

   - Why is it necessary for wealthy people to invest their money to promote economic growth?
   - Why are educated workers necessary in a developed economy?
   - Why is a good transportation network needed for economic growth?
   - Why is industrialization taking place in some Latin American countries? Where are the capital funds coming from?

5. Latin Americans, in common with the people of other developing areas, are facing the "revolution of rising expectations."

   - The vast majority of people live in rural areas, either on subsistence farms or on the large estates of the wealthy. They are becoming aware of the fact that a better life is possible.
   - They see an escape from the life of poverty which has been their lot for generations, and they want this escape now.
   - Thus many of them are leaving the rural areas and going to the big cities such as Caracas, Rio De Janeiro, and Sao Paulo.
   - There they find there are no jobs and no decent places to live, so they exist as best they can in shanty-towns and obtain food from the governments - a very limited amount of food.

- This creates a very dangerous and explosive situation which threatens the maintenance of law and order.

Discussion Questions

- Why is a life of poverty the lot of most of the people who live in rural areas?
- How do they know that a better life is possible?
- Why can't they find jobs and housing when they go to the cities?
- How does the very rapid increase in population affect this situation?
- Why is it dangerous to have millions of unemployed, hungry people crowded into shanty-towns in urban areas?

6. Many steps must be taken to meet the economic problems of Latin America.

   - The population explosion must be controlled, for otherwise there will be a continuing, even growing scarcity of the basic essentials of life - food, clothing, and shelter.
   - There must be programs of land reform so that most of the productive land will no longer be owned by wealthy landowners. The land must be owned by those who actually work it, as has been done to a large extent in Mexico.
   - More efficient means of farming must be taught to the people who work the land, for production levels must be raised.
   - Dependence on monoculture in many areas must be reduced and more emphasis placed on the growing of diversified food crops.
   - There must be growth in industry so that goods needed will be locally produced and more people will have jobs.
   - Growth in industry requires investment capital which must be supplied by the wealthy, the Latin American governments, and United States support of the Alliance for Progress.

Discussion Questions

- Why must the Latin American population be controlled?
- Why is land reform needed?
- How has land reform worked in Mexico?

- What is meant by "efficient" methods of farming?

- Why should agricultural production be diversified?

- Why is investment capital needed for industrial expansion?

- Why must the various governments of Latin America and the United States cooperate in industrial expansion?

POLITICAL ORGANIZATION

1. All Latin American countries are republics and many have constitutions similar to ours.

   - Many Latin American countries have a President as their chief executive officer, and, in addition to this office, such branches of government as legislative and court systems for which provision is made in their constitutions.

   - The fact remains that political similarities between our country and the Latin American countries are not half as important as the differences.

   - Actually, we would call very few Latin American countries democracies because most are military dictatorships.

   - The foremost difference between the United States and Latin American nations is the political instability of this vast area, where so-called revolutions are continually displacing one government with a new government whose life span in turn will probably be quite short.

   - Dictatorships are not only possible in Latin America, but they are somewhat expected in view of the following existing conditions: the large, predominant group of poor people, the power held by a few wealthy families, the limited educational facilities of these nations, and the frequent revolutions.

Discussion Questions

- Is a dictatorship an unsatisfactory type of government?

- Why is there a connection between a nation's standard of living and the possibilities of its having a dictatorship?

- Why don't most Latin American countries live up to the democratic ideals of their constitutions?

2. Latin American revolutions often take place without really involving the masses of people.

   . There are basic differences between the dictatorships of Latin American countries and the past and present dictatorships of European countries.

   . Latin American dictators are usually content with keeping down their political opposition rather than the suppression of the people.

   . For the most part, with the possible exception of Cuba, Latin American dictators are interested in power and control, and not idealogy or political philosophy.

   . Historians are quick to point out that the typical Latin American revolution is not a true revolution because it usually fails to change either the social or the political order.

   Discussion Questions

   . Why has the United States government given official recognition to the governments of Latin American countries that have been under the control of dictators?

   . Why are revolutions so frequent in Latin American countries?

   . Why is it that Latin American revolutions do not involve the masses of people?

   . Why is it likely that the military organizations of Latin American nations play an important role in the revolutions?

3. Democracy is gradually securing a foothold in Latin America.

   . There is a growing concern and interest on the part of a number of Latin American governments in the welfare of their people.

   . More and more citizens are being given the opportunity to take part in electing government officials.

   . Suffrage is being extended to include women.

   . The increased emphasis on education is one means that governments are using to increase the economic well being and the political stability of their countries.

Discussion Questions

- Why do democratic countries place such importance on education?
- Why are Latin American countries now becoming more responsive to the needs of their people?
- Is a democratic form of government necessarily the best for a developing nation?

PATRIOTIC CITIZENSHIP

1. The first ten amendments to our Federal Constitution are known as "The Bill of Rights."

    . They are the cornerstones of our democratic system which holds the individual in high regard and limits the power of governments.

    . Among the important rights and freedoms guaranteed by these amendments are:

    - Freedom of religion
    - Freedom of speech
    - Freedom from unreasonable search and seizure
    - Freedom from being forced to incriminate one's self
    - The right to fair and speedy trial by jury
    - The right to bear arms

    . It is important to emphasize that responsibilities and freedoms are closely interrelated.

    . A primary tenet of good citizenship in a democracy is that one must respect the rights of others while exercising his own.

2. Celebrate the customary holidays and festivals.

GRADE 6

OVERVIEW

Major Culture Regions - Eastern Hemisphere

Three regions are suggested for study during this last year of the elementary program - The Middle East and North Africa, Western Europe, and Eastern Europe including the Soviet Union.

It is suggested that each region be covered in terms of basic geographic features such as climate, topography, and vegetation; a short historical summary; and present-day conditions involving economic and sociological factors. The emphasis throughout should be interdisciplinary and concentrate upon how the people of these regions live and why. As in the fifth grade, it should be noted that the intent is to consider each region as a whole, avoiding the country by country approach.

These three regions lend themselves to treatment in terms of the chronology of their development. The Middle East would be considered first since the survey of its history would include the early development of civilizations in the Fertile Crescent. Western Europe would come next, followed by Eastern Europe which was the last of these areas to develop what we have come to call civilization. The reasons behind this chronology would, of course, be stressed.

Map and globe skills are particularly important during this final year of the elementary program. Every effort should be directed toward the building of a high level of ability in using and understanding all types of maps and the globe.

The development of patriotic citizenship and American traditions receives continued emphasis through the daily pledge of allegiance, the singing of patriotic songs, and the celebrating of holidays. In addition, special attention should be given to American Freedoms, civil rights, the role of the United States in the United Nations, and the problems faced by our country in its position of leadership in the Free World.

THE MIDDLE EAST AND NORTH AFRICA

(The Moslem World)

GEOGRAPHIC OVERVIEW

1. The Middle East is that area of the world which rings the eastern end of the Mediterranean and extends east to the Arabian Sea and the borders of Afghanistan and Pakistan. North Africa is included here because these two regions are peopled predominantly by members of the Moslem faith.

- It includes the countries of Turkey, Egypt, Lebanon, Israel, Arabia, Iran, Syria, Jordan, Iraq, and the small sheikdoms of Yemen, Oman, Kuwait, and Aden. North Africa includes Morocco, Algeria, Tunisia, and Libya.
- A fringe of mountains, some very high, runs through the northern section of the Middle East, through Turkey and Iran.
- The Atlas mountains are found in North Africa, extending from Morocco into Tunisia.
- South of the mountains in Turkey and Iran is an area of high, grassy plateaus.
- Further to the south, the plateau continues and becomes more dry.
- North of the Atlas mountains the land slopes to the Mediterranean Sea. South of the mountains is the Sahara Desert, the largest dry area in the world.
- Desert areas cover most of the Arabian Peninsula, northern Africa, parts of Iran, and also Israel, Syria, Iraq, and Jordan.
- Land suitable for farming is found along the coasts, in river valleys, and around oases.

Discussion Questions

- Why is most of the Middle East a desert area?
- How do the northern mountains affect the rainfall patterns of this area?
- Why do most of the peoples in the Middle East live along coastlines and river valleys?

2. The river systems in an arid land are vital to the lives of the people.

   - There are no important rivers in North Africa.
   - The Tigris and Euphrates river systems begin in the mountains of Turkey and flow to the Persian Gulf.
   - The Nile flows north from the mountain and lake regions of Africa into the Mediterranean.
   - The periodic flooding of these rivers provides rich soil.

- River valleys comprise what is called the "Fertile Crescent."

Discussion Questions

- What is meant by the term "Fertile Crescent"?
- Why is the land along the rivers so productive, even after centuries of use?
- How could periodic flooding of these rivers be used to conserve water?

3. Inadequate rainfall is generally characteristic of the climate of the Middle East region.

   - The prevailing winds lose most of their water content before reaching this area, except along the coastal areas of North Africa.
   - A few varieties of scrub brush and scattered clumps of grass are found in most desert areas.
   - The occasional oases, where underground water reaches the surface, are widely scattered.
   - There are seasonal changes, but the annual rainfall remains insufficient.

   Discussion Questions

   - Why do the prevailing winds lose their moisture before reaching the Middle East?
   - How is it possible that there are areas which receive little rainfall but have a sufficient water supply?
   - Why does one find only scrub brush and little grass in desert areas?

4. There are some areas of sufficient rainfall or available water supply.

   - Western, northern, and eastern Turkey, northern Iraq, and the coastal areas of Morocco, Algeria,and Tunisia receive sufficient rainfall from winds which pick up moisture from the Mediterranean, Black, and Caspian Seas.
   - Underground water coming to the surface provides scattered areas of productivity called oases.

- The Tigris, Euphrates, and Nile river valleys are areas of extensive irrigation.

Discussion Questions

- Why does the northern part of the Middle East receive more rainfall than the southern part?
- Why does the coastal area of North Africa receive adequate rainfall?
- What is an oasis?
- Why are some desert areas productive when water is provided through irrigation?

5. The population is concentrated in areas that have sufficient rainfall or that have available water resources.

   - Where there is little water the population consists of scattered tribes of nomadic herders.
   - The oases provide areas of population concentration and centers for nomadic peoples.
   - The river valleys and coastal areas are centers of population concentration.
   - There are population centers at oil installations, where water is provided.
   - There are population shifts toward urban centers.

   Discussion Questions

   - Why do nomadic peoples pattern their travels about an oasis area?
   - What are some important uses for water along river valleys and coastal areas?
   - What effect would irrigation have on population distribution?

6. The pattern of land use is influenced by the availability of water.

   - The grasslands provide a living for sparse populations of nomadic herders.
   - Oases provide local areas of trade with nomadic peoples.

- The areas of sufficient rainfall provide subsistence grain for local consumption.

- The irrigated lands are of value as they are used to produce citrus fruits, cotton, and sugarcane.

Discussion Questions

- How would the life of the nomadic herder be changed if his land were to receive sufficient water?

- What areas of the Middle East and North Africa produce crops which have high money value?

- What causes the Nile Valley to be so fertile?

- How is the oasis water used for agriculture?

- What effect will the damming of the Nile have upon the fertility of the valley soil?

HISTORICAL SUMMARY

1. Mankind had been on earth for about one million years before he developed civilizations. He is often called "Prehistoric Man."

   - Archaeologists have found the remains of early man in several parts of the world. From these skeletal parts, they have determined that he was short, stooped over, and had a sloped forehead and a very thick skull with a small brain cavity.

   - Over the passage of many thousands of years, early man began to use crude stone tools, live in tribal groups, and perhaps use fire. This period of mankind's development is often called the "Old Stone Age."

   - Neanderthal Man was on earth between 150,000 and 50,000 years ago, during this Old Stone Age. He learned to make spears with flint points and he made clothing of skins. He also had some religious beliefs about life after death as evidenced by the fact that he buried food and weapons with his dead.

   - Cro-Magnon Man came after Neanderthal Man and is believed to be the immediate ancestor of modern man. He lived at the beginning of the New Stone Age (about 20,000 years ago), he looked more like people do today, and he invented and used such things as the bow and arrow, the needle, and better tools.

   - Cro-Magnon Man was succeeded by modern man in the New Stone Age. Modern man made many discoveries and inventions, such as the domestication of animals and the introduction of farming. Farming, or the discovery of new ways of assuring a supply of food, was perhaps the most important discovery of all, for it made later civilizations possible.

Discussion Questions

- How do we know that man has been on earth about one million years?
- Why do you suppose it took early man so long to discover such things, which seem so simple, as the domestication of animals and farming?
- Why was the discovery of farming a prerequisite to the beginnings of civilization?

2. Early civilizations developed in such river valleys as the Nile, Tigris-Euphrates, Indus,and Yellow.

   - The fertility of the land, due to periodic flooding, enabled farmers to produce more food than they needed to feed themselves and their families.
   - The development of agricultural methods, particularly primitive means of irrigation, also led to an increase in food production.
   - This ability to grow surplus food freed other men from the land to engage in intellectual and other pursuits, and to build and live in cities.
   - Thus came the beginnings of civilization as man developed written languages, laws, customs, institutions, and the arts such as painting and sculpturing.

   Discussion Questions

   - To what extent did these four areas develop similar civilizations?
   - What were the basic causes for the differences among these cultures?
   - Was there an exchange of ideas and inventions between these areas?
   - What and who were the Assyrians, the Hittites, and the Hebrews?

3. The contributions of the ancient empires to the modern world were extensive.

- . This period saw the development of architecture, science, political structure, writing, and literature by such people as the Sumerians, the Babylonians, the Assyrians, and the Egyptians.
- . This area was the focal point for the spread of civilization to all parts of Europe and Asia.
- . Many of the later great areas of civilization, to which this country owes so much, were built in great part on the vast contributions of the ancient empires.

Discussion Questions

- . What several modern achievements did the early civilizations make possible?
- . What were the events which spread civilization?
- . What achievements of ancient civilization have we failed to improve upon?

4. The religion of Islam was the impetus for the conquest and unification of the Middle East.

   - . The Arabs conquered this whole area and unified it with the teachings of Islam.
   - . Mohammed, a prophet, was the founder of the faith, and his revelations were codified in the Koran.
   - . His birthplace, Mecca, is a sacred city and the place of pilgrimage for the Moslem world.
   - . The pilgrimages to Mecca have also added to the feeling of unity among Islamic peoples.
   - . Islam has been a great rival to Christianity, even though it parallels it in many of its teachings.
   - . The period of the Crusades saw the greatest confrontation of these two religious systems.
   - . Islam remains to this day an integral part of the life of the Middle East and North Africa.

   Discussion Questions

   - . What are some ideas which Islam and Christianity have in common?
   - . What were some of the basic causes of the Crusades?

- How does the religion of Islam affect the life of the Middle East?
- How did the Ottoman Empire develop?

5. There were several factors leading to the decline of the Middle East from its position as the leading civilization of the world.

   - The misuse of the great irrigation systems rendered large areas of land unproductive.
   - The Mongol invaders destroyed great sections of the irrigation works.
   - The economy of the Middle East as a crossroads of trade was seriously curtailed when water routes were discovered between Europe and Asia.
   - Many wars weakened and disrupted the economy of this area.

   Discussion Questions

   - Why did poor conservation practices lead to the decline of agriculture in this area?
   - What external forces led to the decline of the Middle East?
   - How did the Middle East lose its importance as a crossroads of trade?

6. The modern era has been a time of great change and renewed hope for the future.

   - The Ottoman Empire declined during the 19th century and ended as a consequence of World War I.
   - European powers gained control of the Middle East and occupied much of the territory.
   - The French built the Suez Canal during the 19th century.
   - The British later gained control of the Suez Canal.
   - After World War I, the upsurge of nationalism brought more autonomy to the area.
   - The discovery of vast reserves of oil and its exploitation have made the Middle East an area of vital economic interest to the world.

- The Republic of Israel was established with the consequent antagonism of the Arab world, which led to several military actions.
- Egypt gained its independence and seized control of the Suez Canal.
- All the countries of North Africa became independent.
- Several attempts at Arab unity have taken place, including the formation of the United Arab Republic.
- The recent tendency of the Middle East is to again unite as a political and economic unit and become a great world power, but mutual antagonism and distrust among the several countries make this difficult.

Discussion Questions

- What has the discovery of oil meant to the Middle East?
- Why does the presence of vast oil reserves make this area important to the rest of the world?
- Why was the Middle East long dominated by European powers?

SOCIAL ORGANIZATION

1. Family relations are a result of centuries of customs.

   - The family is an extended unit organized as a tribe.
   - Women have less freedom socially and politically than their Western counterparts.
   - The systems of social custom are often quite elaborate.
   - Women are gaining more rights, especially in urban areas.

Discussion Questions

- Why does the Arab place so much importance on large family groups?
- What has led to gains in freedom for Arab women?
- Why has such an elaborate social system evolved?

2. The urban population, although relatively small, enjoys many advantages over the rural population.

   - The majority of the people live in rural areas.
   - The rural peoples are more insulated from Western ideas than the urban population.
   - Urban centers have raised literacy levels.
   - People who have jobs in the cities have a higher standard of living than do those in rural areas, although it is still low.
   - There is greater opportunity for social mobility in urban areas.
   - Rural dwellers are more economically self-sufficient, since most of them engage in subsistence agriculture.

   Discussion Questions

   - Why do the people in urban areas take greater interest in political movements?
   - Why does the large family have less importance in urban areas?
   - Why do, or do not, people in urban areas of the Middle East have more freedom and opportunity?

3. The religion of Islam affects the daily lives of the Moslem people.

   - Initially, Islam enhanced the status of women.
   - A woman could own property.
   - Women were entitled to receive a share of the inheritance of their husband or father.
   - The number of wives a man could have was limited.
   - Stricter regulations on divorce were imposed.
   - The Koran provides the basic system by which nomadic leaders govern.
   - Islam is more than just a religion - it is a way of life. It enters into almost all Arab activities.
   - Islam is somewhat fatalistic. Arabs believe that whatever happens, it is "the will of Allah."

- The pilgrimage to Mecca from all parts of the Middle East has influenced the development of a common cultural pattern.

Discussion Questions

- Why do the nomadic tribes have leaders with such great powers? Does religion have an effect on this?
- How do the lives of Arab and American women compare?
- How does the "will of Allah" influence Arab attitudes towards progress?

4. The Middle East is an area of cultural unity, with a population of varied racial and ethnic backgrounds.

   - The people of this area are largely Semitic and Negroid, though some are of mixed racial origins.
   - Africans have come to this area through pilgrimage or as descendants of slaves.
   - The vast majority of the population is Moslem, which makes for cultural unity.
   - Class distinction is rigid, with two main divisions: the minority, the very rich, and the majority, the very poor.
   - With the advent of the oil industry, a middle class is evolving.
   - There is also class distinction among the nomadic tribes, some tribes being subservient to others.
   - Regardless of racial origin, people in the Arab nations are united by a common language and religion.

   Discussion Questions

   - Why does the Moslem faith act as a unifying agent?
   - Why is this an area of such great racial mixture?
   - Why is there such a small middle class?
   - What factors are causing the growth of a middle class in this area?

ECONOMIC ORGANIZATION

1. A majority of the population of the Middle East is involved in agriculture.

   - A large percentage of the land suitable for farming is owned by a few rich families.
   - The land is farmed by tenant farmers, who must turn over much of the food they grow to the landlord.
   - Agricultural methods are inefficient and productivity is quite low.
   - The population is greater than the productivity of the land.
   - Generally, the landowners do not try to improve production.
   - The tenant does not have the means to improve production.
   - Water reservoir projects are being constructed to enlarge areas of productivity.

   Discussion Questions

   - Why don't the farmers adopt modern equipment and methods to improve production?
   - Why don't the landowners invest money to improve production?
   - What steps have been taken by some Arab countries to improve agriculture and raise the farmers' standard of living?

2. There are other patterns of land ownership and control in the Middle East.

   - The nomadic tribes own large areas of land centered about oases, but this land is suitable only for grazing animals.
   - Some Israeli farmers own land collectively and work closely with each other on large farms called kibbutz.
   - Egypt has also set up a system of redistributing the land and is using a cooperative system to develop the land.

   Discussion Questions

   - Why is it possible for the nomadic tribes to own large areas of land?

- How does a collective farm operate?
- Why is Egypt redistributing the land and improving its use?
- Why does the main pattern of land ownership lead to low productivity?
- Why are the Israeli farms so productive?

3. The discovery of oil has had great economic and some sociological effects.

   - Revenue from petroleum has given great amounts of wealth to the Middle East.
   - Most of the money did not go originally into raising the industrial level of the countries.
   - Attempts are now being made to use oil revenue to improve the overall economic picture of the oil producing countries.
   - It is estimated the majority of the world's oil reserves lie in this area.
   - Areas of petroleum production and transportation provide job opportunities and modern facilities for the people who live there.

   Discussion Questions

   - What is the main obstacle to the distribution of oil revenue to the average person?
   - What prevents the Arabs from taking the oil fields and operating them themselves?
   - What steps have been taken to use the oil money to raise standards of living?

4. The Middle East is generally industrially backward.

   - Raw materials are scarce in this area.
   - There is little hydroelectric power utilized.
   - Israel has developed industrially, but possesses few resources.
   - There are not enough skilled workers or technicians.

- The population growth threatens to outstrip the economic growth.
- Although much income is received from oil revenue, little has gone into developing industry. This situation is gradually changing.
- Economic aid is received from the United States, the United Nations, the Soviet Union, and Europe.

Discussion Questions

- What happens to most of the money received by the oil producing countries?
- Why are the Arab countries striving to develop industries?
- What Arab countries have the greatest resourse potential?
- Why is development capital needed to build industries, and where will it come from?

POLITICAL ORGANIZATION

1. Of the nine nations which comprise the countries of the Middle East, and the four in North Africa, all but two (Turkey and Iran) are former colonies or protectorates of European powers.
   - It is only in recent years that these nations have gained their independence.
   - Though most of them are nominally republics or democracies, political instability is the order of the day. This is usually the case with new or emerging countries.
   - All of these countries have legislatures to which members are elected, but often these lawmaking bodies have little power.
   - This is because "strong men" exercise the real authority in the interests of getting something done.
   - This often happens in new nations with no strong, stable democratic traditions, because only confusion results when they attempt to run their governments as true democracies.
   - Thus strong leaders assume almost all authority and attempt to alleviate the confusion so that some order and stability can be maintained. An example of such a leader is Nasser of Egypt.
   - There is one country in the Middle East, however, which really makes democracy work - Israel.

Discussion Questions

. Why have the countries of the Middle East been independent nations for only a short time?

. Why do new and emerging nations usually suffer from political unrest and instability?

. Why do we have political stability in the United States?

. Why are "strong men" often necessary to bring some degree of order to unstable nations?

. Why does democracy work in Israel?

WESTERN EUROPE

GEOGRAPHIC OVERVIEW

1. Western Europe extends from the northern tip of the Scandinavian Peninsula south to the Mediterranean, and from the Atlantic Ocean east to the Communist Bloc countries.

   - Most of Western Europe is further north than the United States, between the 40th and 70th parallels. The 50th parallel runs right through the heart of Europe.

   - Mountains and hilly plateaus cover much of the Scandinavian Peninsula, the Iberian Peninsula, and the Italian Peninsula. The Alps, the highest mountains in Europe, are in the south central section, centered in Switzerland.

   - Lowland areas extend in a wide band along the coasts of the Bay of Biscay, the English Channel, the North Sea, and the Baltic. Most of the United Kingdom is a lowland area.

   - Many rivers originate in the highland areas of the interior and flow through the lowlands to the sea. Some of the important ones are the Rhine, the Moselle, the Meuse, the Seine, the Loire, and the Rhone.

   - The coastlines of the United Kingdom and Europe are heavily indented, thus there are many locations suitable for the building of harbors.

   ### Discussion Questions

   - Why has Europe, located as far north as it is, become a major center of civilization?

   - Given the latitude of Europe, what would one normally expect the climate to be?

   - Why are the rivers of Europe important?

   - Why does an indented coastline help in the development of harbors?

2. Most of Western Europe has a marine, woodland climate.

   - The prevailing winds blow from west to east, over the Atlantic Ocean.

- The North Atlantic Drift, an extension of the warm waters of the Gulf Stream, flows northeast past the British Isles.

- The west wind, blowing over this warm water, brings warmed, moist air over the continent and causes a beneficial amount of rainfall.

- Thus, most of Europe and the United Kingdom have fairly cool summers, fairly mild winters, and an ample amount of rain. It is a good climate for farming and for the growth of trees.

- Southern Europe has what is known as a Mediterranean climate, characterized by hot, dry summers and mild, somewhat rainy winters. This is because the Mediterranean area is far enough south so that it comes under the influence of the subtropical high which moves northward in the summertime, resulting in continuous periods of hot, sunny days. In winter, as the subtropical high moves south, the area comes under the influence of westerly winds which bring some, but not very much, rainfall.

Discussion Questions

- Why is there a Gulf Stream and a North Atlantic Drift?

- Why does most of Western Europe have cool summers and fairly warm winters?

- Why is the Western European winter climate warmer than that of New York State?

- Why does the climate of Southern Europe differ from that of the north?

3. The people of Western Europe have developed patterns of very intensive land use.

   - Population density is very heavy.

   - The majority of the people live in the many urban, industrial areas.

   - Almost all arable land is used to grow food crops, either animal or vegetable.

   - Despite efficient cultivation, not enough arable land is available to grow sufficient quantities to feed the large population.

Discussion Questions

. Why does Europe have such a large population?

. Why doesn't Europe produce enough food to feed all its people?

. What is meant by "arable" land?

HISTORICAL SUMMARY

1. Beginning in the Fertile Crescent of the Middle East, civilization spread through the Eastern Mediterranean.

   . Trading ships from Egypt and Phoenicia brought new products and ideas to the Mediterranean lands.

   . An advanced civilization grew up on the island of Crete. This civilization was then conquered and taken over by the early Greeks, who began building a civilization of their own on the mainland.

   . They founded more than 150 city-states, each one of which was independent of the others. Most were small, having a population of less than 10,000.

   . This period of early Greek history is called the "Homeric Age" after the poet, Homer. In his famous works, The Iliad and The Odyssey, he described the siege of Troy and the journeys of Ulysses.

   . He also revealed many of the religious beliefs of the early Greeks. Zeus, according to Homer, was the leader of the gods, and Hera was his wife. Athena was his daughter and the goddess of wisdom. Apollo was the sun god, and Aphrodite the goddess of love. These gods lived on Mount Olympus.

   . There are many other, less important, Greek gods such as Atlas, Ajax, and Hercules.

   . Religion played a very important part in the lives of the early Greeks, for they believed that the gods had much influence and power in human affairs. Thus, they had many religious ceremonies to gain the good will of the gods, and they built many temples and religious shrines to honor them.

Discussion Questions

. Why did Egyptian and Phoenician ships sail throughout the Eastern Mediterranean?

- Why did civilizations grow up in this area?
- Where did the early Greeks come from?
- Why did the Greeks organize themselves into city-states rather than one nation?
- Where was Troy and why did the Greeks wish to conquer it?
- Why do we call the early Greek period the Homeric Age?
- Why did the Greeks believe in many gods?
- Why do most peoples, everywhere, long ago and today, have some form of religious belief?
- Begin a time line to plot sequence of developing civilizations.

2. Greek civilization grew and flourished as Athens became the leader.

   - Many of the city-states allied with each other to fight off invasion by the Persians. Athens became the leader of these allied states, and the Persians were eventually defeated.
   - Greek civilization spread as colonies were founded and Greek cities built in Asia Minor (Turkey), southern Italy, Sicily, Sardinia, southern France, and other places such as the northern coast of the Black Sea.
   - Athens and many of the other cities of Greece enjoyed a period of great prosperity through trade with these colonies and the rest of the Mediterranean world.
   - The Greek cities became craft-manufacturing centers, exporting pottery and other products in exchange for foodstuffs.
   - Thus, being freed from the task of producing foodstuffs, many Greeks, especially in Athens, were able to become sculptors, artists, scholars, etc., and to bring Greek civilization to a very high level of achievement in the arts and sciences.

   Discussion Questions

   - Why was it necessary for the Greek city-states to unite in order to fight the Persian invaders?
   - Why did Athens become the leader of the alliance?
   - What was the Delian League?

- Why did the Greeks found colonies throughout the Mediterranean?
- What basic resource did the Greek homeland lack?
- Why must an ample supply of food be available in order for civilization to grow and flourish?

3. The period called the "Age of Pericles" marked the high point of Greek civilization.

   - It was during this period that Athens was beautified by the construction of many public buildings, including the renowned Parthenon.
   - Greek drama reached its peak with the tragedies of Sophocles and the comedies of Aristophanes.
   - The first true philosophers, Socrates, Plato, and Aristotle, made their contributions to modern thought.
   - Thucydides, who wrote during this time, was the first real historian who recorded the facts truthfully and impartially.
   - Phidias produced his beautiful sculptures during this period.

   Discussion Questions

   - What sort of a social and political climate would lead to the development of the arts and sciences?
   - Why is the development of philosophy an important contribution?
   - Why do we still value the Greek plays? Greek sculpture?

4. The Greek's most important contribution to mankind was the idea of democracy.

   - The word "democracy" is a combination of two Greek words - "demos," meaning "people," and "kratia," meaning "to rule."
   - The early Greeks were ruled by monarches or kings. Then came a period where the city-states were ruled by the aristocracy.
   - Gradually the idea of the worth of the individual developed. Instead of the state being all important, the Greeks came to believe that it was the individual who mattered, and that the state existed for the good of the individual.

- Many city-states, particularly Athens, evolved a system of government wherein all citizens had the right to be heard and to participate in the affairs of government.

- This was a "limited" democracy, since citizenship was restricted only to those born in Athens of Athenian parents. At the time of Pericles, Athens had about 40,000 citizens, but 150,000 slaves who could not be citizens lived and worked there.

Discussion Questions

- Why is democracy better than monarchy or rule by an aristocracy?

- Are there countries in the world today which hold to the rule that the state is all important - that the individual is subservient to the state?

- What are some of the important differences between Athenian and American democracy?

5. The end of the "Golden Age of Athens" paved the way for Alexander the Great and the "Hellenistic Age," which lasted almost 300 years.

   - As Athens became more and more rich and dominant over all of Greece, the other city-states made war on her. Sparta, Corinth, and Thebes, in particular, combined to make war on and destroy the power of Athens.

   - Weakened by fighting amongst themselves, the Greek city-states could not repulse the invasion of the Macedonians under Philip. Soon Philip controlled all of Greece.

   - Soon after conquering Greece, Philip was assassinated, and his son, Alexander, became King.

   - Alexander embarked upon a period of conquest which saw him conquer all of the Middle East, including Egypt, and pus as far east as India with his armies.

   - His goal was to establish an Hellenic, or Greek empire which would mix the culture of the Greeks with Asian cultures. He founded new, Greek style, cities wherever he went.

   - Though Alexander died very young, and his empire disintegrated, his extension of Greek influence throughout the areas he conquered resulted in the "Hellenistic Age" f civilization.

- During this long period, the sciences and the arts continued to expand and develop. A university was founded at Alexandria, Egypt.
- Among the many who contributed new knowledge to mankind were Euclid, the father of geometry; Archimides, a great mathematician; Hippocrates, the father of modern medicine; and the philosophers Zena (stoics) and Epicurus (Epicurians).
- Toward the end of the "Hellenistic Age," the greater part of what had been Alexander's empire was absorbed by the Roman Empire and a "Graeco-Roman" civilization developed.

Discussion Questions

- Why did other Greek city-states make war on Athens?
- Why didn't the Macedonian King, Philip, destroy the Greek cities?
- Why did Alexander wish to spread Greek civilization and combine it with that of the Asian lands he conquered?
- Why did Alexander's empire disintegrate when he died?
- How was his empire divided?
- Why did Hellenistic civilization last so long?
- What are some of the contributions that the Greeks and Hellenistic civilization made to Western life?

6. As Greek civilization was reaching its peak of development, a new civilization was coming into being on the Italian Peninsula.
   - Groups of people (known as the Latins and the Etruscans) came down from the north and built towns and cities.
   - After many years had passed, the Latins controlled most of the peninsula. They became known as Romans because their capital was Rome.
   - They came into contact with Greek civilization through the Greek colonies in southern Italy and Sicily, and borrowed many ideas from the Greeks.
   - The Romans succeeded in conquering the Greek colonies and united the whole of the peninsula under their control.

Discussion Questions

- Why did the Latins and the Etruscans come to Italy?
- Why were the Romans able to unite the country, rather than establishing independent city-states as did the Greeks?
- Why would the Romans borrow ideas from the Greek colonies?
- When did all these events take place? (Make a time line.)

7. The early Romans developed a new form of government - the Republic.

- Family life and religion were very strong influences in early Rome. Families were close-knit, under the control of the father, and the worship of gods and spirits of the Roman religion was a family matter.
- Strong families make for a strong government. In the beginning of Roman rule, the country was governed by kings. Soon the heads of families were demanding a voice in the government.
- The kings were overthrown, and the senate, which already existed as an advisory body to the king, took over control of the government.
- Members of the senate were all patricians (nobles), and they appointed two other patricians, called consuls, to administer the country in place of the king. The senate made the laws.
- Soon the common people (plebians) demanded more rights. Officials called tribunes were appointed to protect the interests of the plebians.
- Some years later an assembly was formed. Plebians could be members of this body, and it advised the senate.
- The Roman Republic lasted for several hundred years. One of the major accomplishments during this period was the development of a body of written law which clearly defined the rights and responsibilities of citizens.

Discussion Questions

- Why does strong family organization help to establish strong government?
- How did the Roman Republican government differ from Greek Democracy?

- Why were some people patricians and others, plebians?
- Why were the plebians of the Republic eventually given a voice in the government?
- Why were tribunes needed to protect the plebians?
- What period of years did the Republic cover? (Continue time line.)

8. The Romans acquired many new territories during the Republic, and Roman life changed.

   - Tribute was collected from conquered areas, and Rome became rich.
   - Much of this tribute was in the form of grain, which decreased the demand for grain grown in the homeland.
   - Roman farmers could not make a living, so they left their farms, usually selling them to large landowners, and came to the city to join the large numbers of the unemployed.
   - Family life began to break down, and the moral structure and stamina of the nation were weakened.
   - The situation was further worsened by the importing of slave labor from conquered areas. What work there was to be done was done by slaves, and the number of unemployed citizens continued to grow.
   - The breakup of family ties, mass unemployment, extensive use of slave labor, and attending social and economic ills led to the downfall of the republican form of government. Individuals seized the power of government and became dictators; Julius Caesar was such a man.

   Discussion Questions

   - Why did the Roman Republic collect tribute from conquered lands? Did the Romans need it?
   - Why did they import slave labor from conquered areas? Did they need these additional workers?
   - Why did the small farmers, who made up the bulk of the Roman population, leave their farms and go to the city to live?

- Why does mass unemployment lead to a breakdown of family life?
- Why do family ties break down among the disadvantaged in American cities?
- Why did these social and economic evils lead to the fall of the Republic?
- Why did the government fall into the hands of dictators?
- Why was Julius Caesar a good ruler during his short time in office?
- When did all the events mentioned above take place? (Continue time line.)

9. Following the death of Julius Caesar, his adopted son, Octavian, became emperor and reorganized and strengthened the Empire.

   - Octavian became known as Caesar Augustus, a title conferred on him because of his achievements in building a strong government and empire.
   - The rule of Augustus began a period of 200 years of peace and relative prosperity, an age known as the "Pax Romana."
   - During this "golden age," education, art, literature, and architecture reached new heights. Roman law was improved and codified. Many public works were built, including roads, bridges, and aqueducts.
   - The same social and economic ills that existed during the Republic were at work during the period of Empire. Slavery and unemployment increased, moral decay grew worse, and the breakdown of family life continued.

Discussion Questions

- Why was the title "Augustus" conferred on Octavian?
- Why was the Empire able to enjoy peace and prosperity even though the process of decay was continuing?
- What were some of the contributions to Western civilization made by the Romans during the period of Empire?

10. Christianity came into being in the Roman Empire.

- Christ was born during the rule of Caesar Augustus and died during the reign of Tiberius.
- Converts to his faith grew rapidly in numbers, and soon were in trouble with the Roman authorities, chiefly because they refused to worship the Emperor as a god.
- Christians were ruthlessly persecuted for about 200 years. Still, more and more people embraced the faith.
- Early in the fourth century, (A.D.) Emperor Constantine issued the "Edict of Milan" which granted religious freedom to Christians. Soon after, Christianity became the official religion of the Roman Empire.

Discussion Questions

- Why did the Christian faith spread so rapidly despite persecutions?
- Why were the Christians persecuted for so long?
- Why did the Christians eventually triumph by having their religion accepted by the Roman Empire?
- When did the events mentioned above take place? (Continue time line.)

11. The Roman Empire eventually declined in power, due to many internal and external factors, and finally ceased to exist.

- Economic and social evils (slavery, unemployment, moral decay) led to very serious depopulation. This condition was aggravated by the large numbers of young men killed in the wars which were constantly being fought in one part of the Empire or another.
- Roman armies came to be staffed with large numbers of mercenaries, largely Germanic peoples, who served for pay only and were not loyally dedicated to the Roman State.
- Soon the Roman armies were not strong enough to repel the repeated attacks of the Barbarians, as Romans called the non-Romans, who were constantly trying to invade the Italian Peninsula from the north.

. Late in the fourth century, the Goths, under Alaric, successfully invaded and took over the Peninsula. From that point on, Germanic peoples occupied most of the western part of the Empire, but they allowed the Romans to maintain their Emperor and their state.

. Eventually, toward the end of the fifth century, a German general named Odoacer dethroned the Emperor and the Western Roman Empire ceased to exist at the end of the fifth century A. D.

Discussion Questions

. Why did the strong Roman Emperors, during the 200 years of the Pax Romana, allow the continuation and worsening of economic and social evils?

. Why was depopulation one of the major causes of the downfall of the Empire?

. Why are mercenary soldiers usually not as effective as citizen soldiers?

. Why were the Goths and other Germanic peoples eventually able to conquer the western part of the Empire?

. When did the events mentioned above take place? (Continue time line.)

12. Following the fall of the Roman Empire, the Christian Church served as a strong force for unity in Western Europe.

. Through the years, the Church had developed an organization similar to that which exists today.

. The head of the Church was the Pope, who lived in Rome.

. All the lands of the old Empire were divided into dioceses. A bishop headed each diocese, and was responsible directly to the Pope.

. In each diocese were many churches, and all the priests were responsible to the bishops.

. Priests and missionaries were very successful in converting the Germanic peoples (Franks, Goths, Saxons, Angles, etc.) to the Christian faith. The Church came to be called the Catholic, meaning "universal," Church.

- Being strongly organized and widely diffused over Europe, the Catholic Church provided a common bond among all Western Europeans.

- This bond was formalized through cooperation between local political leaders of the Germanic peoples and the Pope.

- Eventually, most of what is now Western Europe was united under the Church and one political leader. This united Europe was called the Holy Roman Empire, and Charlemagne was its ruler.

- The Holy Roman Empire, though it did not last very long, laid the foundation for the beginnings of modern European nations.

Discussion Questions

- Why did the Church need a strong, centralized organization?

- Why did the Church come to be called "Catholic"?

- Why did the Church cooperate with the rulers of the Franks?

- How did the Holy Roman Empire lay the foundation for the nations of modern Europe?

13. The breakup of the Holy Roman Empire gave rise to the feudal system in Europe.

- The authority and power of central governments declined after the rule of Charlemagne.

- This power vacuum was filled by the emergence of local lords, who established themselves as rulers over small territories.

- These feudal lords maintained law and order within their territories and supported groups of fighting men (knights) to provide for defense.

- The feudal system lasted for several hundred years before strong, central governments were established and the several nations of Europe emerged in their present form.

Discussion Questions

- Why did the Holy Roman Empire break up?

- Why did the authority and power of central governments break down?

- Why was it necessary to have strong local governments during the feudal period?

. Why did the feudal lords maintain their own armies of fighting men (knights)?

. When did the feudal period occur? (Continue time line.)

Note: The study of European history is broken off at this point. The Classical Period will be reviewed and the strands of history taken up again in rade 10.

SOCIAL ORGANIZATION

1. The people of Western Europe, though they live in 16 different nations, have much in common.

. An important unifying force is the common tradition handed down from Greece and Rome and having to do with laws, religious, and cultural factors.

. Europeans are usually of the Caucasian race, but there are many regional differences in appearance, in language, and in customs.

. Twelve major languages are spoken. These are English, French, Gaelic, German, Italian, Spanish, Portuguese, Dutch, Finnish, Swedish, Norwegian, and Flemish.

. Tradition is a very strong force in European life, which results in the strong persistence of class consciousness and differences. There are still "peasant," "working," and "aristocratic" classes.

. This class consciousness is slowly diminishing as economic conditions change and living and educational standards improve.

Discussion Questions

. Why do common traditions unify a people?

. Why have so many languages remained in use?

. Why don't the people of the United States feel a "class consciousness" to the extent that Europeans do?

. Why does economic change tend to eliminate class lines?

2. Europeans, as do most people everywhere, live in family groups.

   - Family ties tend to be strong among most Europeans - perhaps stronger than is usual in our country.
   - In most families, the father is the undisputed head. European women are not in as dominant a position as is customary in our country.
   - In rural-farm areas, family organization tends to be extended and patriarchal. That is, the eldest male of the family tends to be dominant over all brothers, aunts, uncles, cousins, children, etc.

   Discussion Questions

   - Why are family ties stronger in some countries than in others?
   - Why do you suppose European fathers tend to be more dominant than those in the United States?
   - Why would the extended family pattern be found among farm people?

3. Religion is a very important factor in the lives of most Europeans.

   - During the time of Charlemagne, practically all Europeans were Roman Catholics.
   - Some time later, the Protestant Reformation came about, under the leadership of such men as Martin Luther, and several Protestant religions came into being.
   - Today, the countries of southern Europe (Italy, Spain, Portugal, Ireland, France, and southern Germany) are predominately Catholic countries.
   - The countries of northern Europe are predominately Protestant.
   - In both Catholic and Protestant countries the Church plays an important role in the lives of the people. Europeans, on the whole, are a religious people.
   - In many European countries, unlike the United States, there are close ties between religious groups and governments. Episcopalianism, for example, is the state religion of England, though other religious groups are free to worship as they please.

Discussion Questions

- Why do almost all people, everywhere in the world, practice some form of religion?
- Why did some members of the Catholic Church withdraw to set up Protestant churches?
- Why are there close ties between church and state in some countries?

4. The countries of Western Europe have very strong educational systems.

   - Almost all children go to school and the literacy rate is very high.
   - Education is usually state-supported and free to all up through the high school level.
   - The number of young people who go on to college, however, is somewhat limited. The colleges are very selective, and the number of students they can accept is restricted by a shortage of facilities. Admission to higher education is determined by means of competitive examination.
   - In many European countries, the whole process of education is closely controlled by the state. There is a national curriculum and teaching certificates are issued by the national government.

   Discussion Questions

   - Why do all developed countries maintain educational systems?
   - Why should education be free to all?
   - Why is college admission, in many European countries, based on competitive examination? Is this fair? Is it democratic?
   - To what extent does the national government control the educational process in the United States?
   - Why must there be some control of the education process?

ECONOMIC ORGANIZATION

1. The nations of Western Europe, in common with all the peoples of the world, must attempt to solve the basic economic problem.

   - Human wants are unlimited, and the supply of available resources is limited. This creates the problem of scarcity.

- Thus, all nations must make certain economic decisions:
  - What and how much to produce
  - How to combine and use resources in production
  - How goods and services will be distributed

- The nature of these decisions determines what kind of an economic system a country or people will develop in order to make the best use of natural resources, human resources, and capital.

Discussion Questions

- Why can it be said that human wants are unlimited? Is this true in the United States? In the Congo?

- Why do all countries need to make economic decisions, and why must they have some sort of an economic system?

2. The nations of Western Europe have developed economic systems which combine government economic activity with the private enterprise system. These are called "mixed" economies.

   - In all these nations, the governments tend to play a larger economic role than in the United States, for they own and operate the railroads, the airlines, telephone and telegraph services, radio and television stations.

   - The degree of economic "mix" varies from country to country. In some countries, private enterprise controls almost all economic activity (Germany, Belgium, and Switzerland).

   - In other countries, such as Italy and Austria, the government sector of the economy is very large, for utilities and basic industries are government owned and operated.

   - In France, most economic enterprises are privately owned, but the government plays an important role in controlling and making economic decisions.

   - Thus, in most European countries, with the exceptions of Germany and Switzerland, the governments play a very large role in making decisions as to what and how much will be produced.

   - Governments also control monetary and fiscal policies. Monetary policy determines how much money banks can lend (expanding or contracting the supply of money), while fiscal policy has to do with raising or lowering taxes and government spending. Both of these policies are aimed at controlling demand and stabilizing the economy.

Discussion Questions

- Why do some governments take an active role in economic affairs?
- What might happen if governments ignored the economic affairs of their countries?
- Why do some countries have greater government participation in their economies than others?
- Why do some countries engage in joint government-private economic planning?
- Why do almost all governments control monetary and fiscal matters?

3. The nations of Western Europe have highly developed, industrialized economies.

- The industrial revolution began in England and spread to Europe. Europe has long been one of the leading industrial areas of the world.
- The output of goods and services of the combined European countries is second only to that of the United States.
- Western European industries manufacture, at least to some extent, almost any product one could name.
- This is possible because this area has long been rich in many of the resources needed for the building of industrial strength, such as coal and iron ore.
- The people of Western Europe are also a very important resource. They contribute a very large pool of educated, highly skilled workers.
- Western Europe has a highly developed transportation system, consisting of railroads, rivers, and canals, so that goods and raw materials can be moved easily where needed. In addition, networks of modern roads are being built.
- Over the years, very effective systems of investment, credit, and banking have expanded to meet the needs of an industrial economy for capital funds.

Discussion Questions

- Why did the industrial revolution begin in England?

- Why are many, many products produced in European mills and factories?
- Why are coal and iron ore so essential to industrial development?
- Why is a pool of educated, skilled labor a necessity for an industrial nation?
- Why must a well-developed economy have investment, credit, and banking systems?

4. The nations of Western Europe have a well-developed, productive agriculture.
    - On the whole, the amount of arable land in this area is small.
    - The land which is usable, particularly in France, Belgium, the Netherlands, and Denmark, is very efficiently farmed and very high yields are produced.
    - Yet, Western Europe must import much of its food; population density is high, and there just aren't enough farms to produce sufficient food for some 300 million people.

    Discussion Questions

    - Why does one find farms even in the most highly industrialized nations?
    - How can a relatively small amount of land be made to produce large quantities of food?

5. The nations of Western Europe are moving toward economic integration.
    - Throughout their history, European countries have erected trade barriers against one another. For example, goods from Belgium or Germany would be taxed (called a tariff) on entering France, thus raising the price to the French consumer.
    - This would be similar to a situation wherin a tariff would have to be paid on goods from Ohio entering New York.
    - Since World War II, European statesmen have been working to eliminate this condition.
    - The Common Market was formed in 1957, with the purpose of gradually reducing all trade barriers between member nations. It has been very effective.

- The members of the Common Market number only 6 of the 16 nations (France, Germany, Italy, Belgium, Luxembourg, and the Netherlands), but other nations are to be included as full members or as associate members.

- The Common Market has greatly strengthened European economic life. For instance, it has made it possible to build big, mass production style factories because there is now a large market area, free of trade restrictions, in which the products of such factories can be sold.

- The Common Market agreement also makes it possible for workers to move from country to country, without restriction, so that laborers from southern Italy, for example, can go to Germany when they are needed.

Discussion Questions

- Why would tariff barriers result in inefficient utilization of resources and capital?

- Why did the nations of Europe wait so long to establish economic unity through the Common Market?

- Why is it important that the people of the Common Market be able to move from one country to another?

- Why have Spain and Portugal lagged behind the other nations in economic growth?

POLITICAL ORGANIZATION

1. Western Europe is made up of 16 independent countries:

   - Norway, Sweden, Denmark, and Finland, which are known as the Scandinavian Countries.

   - Belgium, Luxembourg, and the Netherlands, known as the Low Countries.

   - Britain and Ireland, sometimes called the British Isles.

   - France, West Germany, Italy, Austria, and Switzerland, which make up the heart of Europe.

   - Spain and Portugal, which occupy the Iberian Peninsula.

   Discussion Questions

   - What is meant by "independent nation"?

- Why have these countries remained independent?
- Has their independence ever been threatened?
- Will the extension of the Common Market threaten or lessen their independence?

2. Of these 16 nations, 14 are political democracies, though their forms of government differ somewhat. Spain and Portugal are dictatorships.

   - Six of the countries--Norway, Sweden, Denmark, Belgium, the Netherlands, and Great Britain--have kings or queens, but these monarchs are symbols of national unity and have no real power.
   - Luxembourg has a grand duchess, who is also a figurehead.
   - The other eight countries are republics.
   - In all of these 14 countries, regular free elections are held and all important officials are either elected or appointed by elected officials.
   - Also in these countries their freedom of speech and the press, freedom of association including the right to organize unions, and all of the other rights and freedoms that we have in the United States.

   Discussion Questions

   - Why do some democratic nations still have kings or queens?
   - Why is it that the democratic nations of the world seem to have the highest standards of living?
   - Can one think of any exceptions?
   - Is there a connection between political freedom and a high rate of economic development? Are there exceptions?

EASTERN EUROPE

GEOGRAPHIC OVERVIEW

1. Eastern Europe and the Asiatic section of Soviet Russia lie between 170° West Longitude to 7° East Longitude, and between 37° to 80° North Latitude.

   - The Balkan Peninsula between the Adriatic Sea and the Black Sea includes the countries of Yugoslavia, Bulgaria, Albania, and Romania.

   - Poland, Czechoslovakia, Hungary, and East Germany are found in the Central European Plains area.

   - Austria, Czechoslovakia, Hungary, Romania, and Bulgaria are wholly or partly in the valley of the Danube River.

   - The many mountains found in Eastern Europe have hindered the unification and economic development of the area.

   - Near the Mediterranean and the Black Sea the climate is mild with adequate rain.

   - From Central Europe eastward through the Soviet Union continental climatic patterns prevail, characterized by increasingly extreme summers and winters and dryness as one moves inland away from the ocean.

   ### Discussion Questions

   - Why is the Danube called "the Mississippi of Southeastern Europe"?

   - Why are the mountains in some sections of Eastern Europe considered to be a hindrance to the economic development of the area?

   - Why is Hungary called the "breadbasket of Eastern Europe"?

   - Why do summer and winter temperatures tend to vary more as one moves inland away from the ocean and seas?

   - Why have the Mediterranean and Black Sea regions become favorite resort areas?

2. Soviet Russia, which covers one-sixth of the land surface of the globe, is the largest country in the world.

   - European Russia is that part of the country west of the Ural Mountains.

- East of the Urals are the deserts, steppes, taiga forests, and arctic tundra of Soviet Asia.

- Russia's usable coastline is very short with the arctic port of Murmansk on the Barents Sea being the only harbor that is ice free year around, thus Russia has limited access to the open oceans of the world.

- The most noticeable characteristic of the Russian land is its flatness. A large part of European Russia lies within the Great Eurasian Plain, which merges south of the Urals with the plains of Central Asia and the West Siberian Plain.

- Most of Russia has a continental climate with long, cold winters and short, hot summers.

- Most of the mountains in Russia, with the exception of the Urals, are located on the borders.

- Except for the regions near the Black Sea and the Baltic Sea, there is a shortage of rainfall in the Soviet Union.

- The taiga section of Russia, which is located just south of the tundra, contains at least one-fifth of the forest area of the world.

- Since Russia is mostly a plains country, most of its rivers are long, wide, slow moving, and without rapids.

- The rivers in European Russia flow north to the Arctic, west to the Baltic, and south to the Black Sea and the Caspian Sea.

- The chief rivers of European Russia are the Dvina and the Neva emptying into the Baltic, the Dnieper into the Black Sea, and the Volga into the Caspian.

- In Siberia, the vast land to the east of the Ural Mountains, there are some of the longest rivers in the world. Three of the great rivers in Siberia, the Ob, the Yenisei, and the Lena, drain the Asiatic portion of the plain toward the Arctic Ocean, while the Amur empties into the Pacific Ocean.

- Russia has an abundance of mineral resources, including petroleum, coal, iron ore, uranium, manganese, asbestos, bauxite, copper, gold, silver, chromite, platinum, potassium, sulphur, and nickel.

Discussion Questions

- Why is the Volga considered to be the most important river in Russia?

- Why is the northward direction of the river drainage in Asiatic Russia a handicap to the economic development of the area?

- Why does most of Russia have a colder climate than the United States?

- Why is the northern port of Murmansk on the Barents Sea ice-free year 'round?

- What is permafrost? How does permafrost affect the way of life in the tundra area of Soviet Asia?

- Why is Russia considered to be one of the richest countries in the world in terms of mineral resources?

- At least 85 percent of the Soviet people live in European Russia. Why?

- Why is the steppe country Russia's main agriculture area?

HISTORICAL SUMMARY

1. The boundaries of all Eastern European countries have been drawn and redrawn many times during the past 1,500 years.

   - Most of the early settlers were Slavic peoples who migrated from the vast plains of Russia and interior Asia.

   - The Byzantine Empire, which lasted from the 4th to the 15th century, introduced the Greek Orthodox religion and a degree of civilization to the large section of the Balkans it controlled.

   - With the fall of the Byzantine Empire to the Ottoman Turks, the peoples of the Balkans were introduced to a different culture and the Islamic religion.

   - The conflict between the Christian and Islamic religions and cultures tended to divide the people of the Balkans even more and led to the intervention of other foreign powers, especially Russia, on behalf of the Christian population.

- As the Ottoman Empire began to decline during the 19th century, Austria-Hungary increased its influence in Eastern Europe by gaining control of all or part of the present-day countries of Yugoslavia, Czechoslovakia, Poland, Romania, and Albania.

Discussion Questions

- What historical factors have contributed to the disunity of Eastern Europe?
- Why did foreign conquerors have trouble controlling the peoples of Albania and Yugoslavia?
- Why did Poland, which had a great empire, disappear completely from the map of Europe during the 18th century?
- What contributions to Eastern Europe were made by the Byzantine and Ottoman Empires?

2. Rivalry among the Great Powers, especially Russia and Austria-Hungary, for territory and influence in the Balkan Peninsula was one of the chief causes of World War I.

   - The subject nationalities of Eastern Europe - the Yugoslavs, Czechs, Slovaks, and Poles - tried to promote the war as a means of getting national independence.
   - Following World War I, the face of Eastern Europe was changed as the boundaries of Bulgaria, Hungary, and Romania were shifted and the countries of Estonia, Latvia, Lithuania, Poland, Czechoslovakia, and Yugoslavia were created.
   - During and following World War II, all of the countries of Eastern Europe came under the influence of Soviet Russia.
   - Estonia, Latvia, and Lithuania were incorporated into the Soviet Union as separate Soviet Republics.
   - Communist governments which took their orders from Russia were set up in Poland, East Germany, Czechoslovakia, Hungary, Romania, and Bulgaria.
   - The Communist governments set up in Yugoslavia and Albania have been more independent of Russia.

Discussion Questions

- Why did some of the subject nationalities in Eastern Europe support the Allies while others supported the Axis during World War I?
- What is Pan-Slavism? Why did Austria-Hungary try to stop this movement prior to World War I?
- Why do the Russians try to maintain control of their Eastern European satellites?
- Albania and Yugoslavia have been able to retain more independence from Russia than the other countries of Eastern Europe. Why?

3. The early history of Russia features two major invasions, the acquisition of much territory, and the establishment of a strong autocracy.

   - Eastern Slavs moved into Russia from the west between 200 and 500 A.D.
   - The Viking invasions of the 9th and 10th centuries led to the development of small trading cities, such as Kiev, which later developed into a city-state.
   - During the 10th century, the Greek Orthodox religion was accepted on behalf of the Russian Slavs by Vladimir I of Kiev.
   - The Tatars, who first invaded Russia from the east in the 13th century, controlled a large section of the country for nearly 300 years.
   - Several powerful Dukes of Moscow led successful campaigns against the Tatars, thus making Moscow the most influential city and eventually the capitol of Russia.
   - During the late 16th and early 17th centuries, the Cossacks conquered most of Siberia for the Russian Czars.
   - Powerful Russian rulers, especially Peter I and Catherine II, moved the boundaries of Russia westward and southward in an attempt to gain seaports to the west.

   Discussion Questions

   - What effect did the Byzantine Empire have on Russia?
   - What factors contributed to the unification of Russia?

- What is autocracy? In what ways did the Greek Orthodox Church contribute to the autocratic power of the Czars?

4. Communists, under Lenin and Trotsky, seized control of the Russian government in 1917.

   - In 1922, the Union of Soviet Socialist Republics was formed.

   - Joseph Stalin, who became Premier when Lenin died in 1924, ruled Russia autocratically until his death in 1953.

   - During Stalin's reign, Russia became an industrial and military power which developed the atomic bomb in 1949.

   - Although Russia was one of our allies in World War II, her post-war attempt to spread communism to other parts of the world led to the present "cold war."

   - Nikita Khrushchev, who controlled the Soviet government from 1953 to 1964, states a policy of "peaceful coexistence" which has been followed by his successors in office.

   Discussion Questions

   - Why did the peasants, factory workers, and soldiers support the Communists in 1917?

   - In what ways was the rule of Stalin similar to the rule of the Czars?

   - Why did the relationship between the United States and Russia change after World War II?

   - What is "peaceful coexistence"? Do the Soviets still promote the spread of communism?

SOCIAL ORGANIZATION

1. Religious differences have tended to keep the Eastern Europeans separate.

   - The majority of people in Poland, Romania, Hungary, and Czechoslovakia are Roman Catholics.

   - The Orthodox Church is prominent in Bulgaria and Russia.

   - While Islam is the leading religion in Albania, it is also an important minority religion in Bulgaria and Czechoslovakia.

- In Yugoslavia, all three religions - Islam, Catholicism, and Orthodox - are almost equally important.

- The Communist governments of the Eastern European countries are openly antireligious and have tried to suppress the influence of the various religions.

- Other religions, including the Jewish and various Protestant faiths, have some followers in the Eastern European countries.

Discussion Questions

- Why are there three religions prominent in the Eastern European countries?

- Why do religious differences tend to keep the people of Eastern Europe separate?

- Why do the Communists try to suppress religion?

2. Since the majority of Russians, Poles, Czechs, Yugoslavs, and Bulgarians are of Slavic origin, Slavic languages are predominant in Eastern Europe.

   - The basic language in Romania is Latin origin, thus making it a Romance language.

   - Although most of the people of Russia are of Slavic origin, there are also large groups of peoples of Mongolian, Turkish, Finnish, and mixed Asiatic stock.

   - Because many nationalities have been combined in several of the Eastern European countries, more than one language is usually spoken.

   Discussion Questions

   - Why do many of the people in Russia, Yugoslavia, and Czechoslovakia speak more than one language?

   - Why is the Romanian language called a romance language?

   - Why is Hungarian spoken in the northeastern section of Romania?

   - Three large ethnic groups - the Serbs, Croats, and Slovenes - are found in Yugoslavia. Why is this a problem?

3. Education in the Eastern European countries has been well supported by government aid and has made much progress.

   - The literacy rate of several Eastern European countries is higher than the literacy rate of the United States.
   - Depending on the country, compulsory schooling is required for a period of 7-12 years.
   - Admission to higher education is usually based on the ability of the student, with good students getting larger allowances and scholarships from the government.
   - As in Western Europe, education in the Eastern European countries is more formal than in the United States.
   - Adult education has become an important aspect of the Eastern European educational system.

   Discussion Questions

   - Why do the governments of Eastern European countries spend so much money on education?
   - What are some of the similarities and differences between education in the United States and education in Eastern Europe?
   - What do we mean by literacy rate? Why do some Eastern European countries have a higher literacy rate than the United States?

4. Population trends in the Eastern European countries are affected by the amounts of industrialization within each country.

   - In the industrialized countries of Russia, Czechoslovakia, and East Germany, most of the peoples are concentrated in or near the urban areas.
   - In Poland, Yugoslavia, Bulgaria, Hungary, Albania, and Romania, the majority of people live in rural regions.
   - Almost 75 percent of the Russians live in the more industrialized European section of Russia.
   - Due to pressure from the various Communist governments, there is little migration into or out of the Eastern European countries.

   Discussion Questions

   - Why do the governments of the Eastern European countries severely restrict migration?

- Why do most Russians live in the European section of their country?
- Why are more urban areas found in the industrialized countries?

ECONOMIC ORGANIZATION

1. The economic systems of the Eastern European countries are planned and controlled by the government.
    - The government owns the means of production and distribution.
    - There is little private enterprise.
    - Emphasis is on heavy industry rather than consumer goods.
    - Production goals are usually set up as 5 or 7 year plans, but these are often modified.
    - Since the factories and stores are state owned and operated, workers are not allowed to strike.
    - Women, who are treated as equals, make up an important part of the work force.

    Discussion Questions

    - What does the term "heavy industry" mean?
    - Why do the Eastern European countries place such emphasis on heavy or basic industry?
    - What are the differences between a labor union in a Communist country and a labor union in the United States?
    - Why do the Communist governments control the means of production and distribution?
    - What are the purposes of the 5 and 7 year plans? Why are they often modified?

2. Although the Communistic type of planned economy has not been very successful in Poland, East Germany, and Czechoslovakia, it has made the Soviet Union second only to the United States as an industrial power.
    - The average Soviet citizen is much better off than during the Czarist era, but the Soviet Unions' standard of living is much lower than the standard of the United States and Western Europe.

- Due to the allocation of resources to basic industries, there is a noticeable lack of washing machines, television sets, automobiles, and other consumer goods that we take for granted.

- The typical Russian worker puts in a longer work week at less pay than his American counterpart.

- In an attempt to increase industrial production, the government has lately resorted to the use of more flexible and regional development plans.

Discussion Questions

- Why are consumer goods in the Soviet Union generally scarce and expensive?

- What sacrifices are being made by the Soviet people in an attempt to develop the industrial strength of their country?

- Why has the government-planned economic system been successful in Russia, but unsuccessful in Poland, East Germany, and Czechoslovakia?

- Why is the average Russian worker better off today than he was before the Russian Revolution?

3. Since the government in a Communist country owns all the land, most of the Eastern European countries have combined their many small farms into large collectives.

    - Poland and Yugoslavia are the only Eastern European countries in which most of the farmers have successfully resisted collectivization.

    - The government aids the collectives by providing credit, agricultural machinery, and technical experts.

    - In most of the countries, each member of a collective is permitted a small plot of land to raise food for use by his own family.

    - Collective farming enables the large-scale production methods of industry to be applied to farming and gives the government more control over the farmers.

    - Under the collectives, most of the peasants are discontented and do not work hard.

- Due to inefficient farming methods, a lack of machinery and fertilizers, and farmer discontent, agricultural production is low compared to the United States, requiring a larger percentage of the population to work on farms.

Discussion Questions

- Why does the collective system of farming take away the private initiative typical of American farmers?
- Why were the farmers in Poland and Yugoslavia able to successfully resist collectivization?
- Why do the Communist governments attempt to combine the many small farms into large collectives?
- Why has the collective system of farming been a failure in most Communist countries?

POLITICAL ORGANIZATION

1. Despite outward appearances of democracy, the Eastern European countries are actually dictatorships under the control of the Communist party.
    - The Communist party in most Eastern European countries includes from 4 to 9 percent of the total population.
    - In Eastern European countries where there is more than one political party, such as Poland, Bulgaria, and East Germany, all other parties are under the control of the Communist party.
    - The Communist party selects the candidate for office, and since only one candidate is offered for each office, the elections offer the voters no choice.
    - The man who controls the Communist party in a country is the dictator of the country.

    Discussion Questions

    - In the Soviet Union over 99 percent of the eligible voters cast their ballots in an election, while the average in the United States usually varies between 50 to 70 percent of the eligible voters. Why?

- Why are the Communist parties of the Eastern European countries able to control the large majority of people that are not party members?

- Why is the leader of the party considered the dictator of a country, even when he does not hold any position in the official government?

2. The official governments of the Eastern European countries are led by Communist party members.

   - The legislatures, composed mainly of party members, meet briefly once or twice a year to approve laws and decrees previously set forth by their leaders or by executive agencies.

   - The chief executive body of most Communist countries is the Council of Ministers, which is usually composed of the Premier and the heads of major ministries, such as Foreign Affairs, Defense, Trade and Agriculture, etc.

   - Often the head of the Communist party is also the Premier of the country.

   - Local and regional governments are set up on a smaller and subservient scale but are similar in operation to the national government.

   - As in all dictatorships there is usually a struggle for power when the party leader dies or is ousted.

   Discussion Questions

   - Why is the Council of Ministers in a Communist country similar to our Presidential Cabinet?

   - Why is the transfer of power usually easier in a democracy than in a dictatorship?

   - Why are the national legislatures in Communist countries often referred to as "rubber stamp" legislatures?

PATRIOTIC CITIZENSHIP

1. Review rights and responsibilities of citizenship.

   - Federal, State, and local taxes contribute to our way of life.

   - All levels of government help to support education.

2. The United States, since World War II, has had a leading role in world affairs. The following are important points pertaining to our participation in world peace:

   - The Truman Doctrine
   - The Marshall Plan
   - Participation in NATO, CENTO, SEATO
   - Foreign aid to undeveloped and needy countries
   - Participation in the UN
   - Participation in the Alliance for Progress and OAS

3. Celebrate the usual holidays and festivals.

Kindergarten

Local Environment Studies

Social Organization

- The family
- The school

Economic Organization

- The family as a consuming unit
- Family jobs and responsibilities - division of labor

Political Organization

- Rules and laws to be observed for the good of all

Geography

- Introduction to the globe as a representation of the earth
- Introduction to maps through block and picture maps of classrooms
- Cardinal directions

Patriotism

- Pledge of Allegiance
- Celebrating holidays and festivals

FLOW CHART
OF THE
SOCIAL STUDIES
PROGRAM

Grade 1

Local Environment Studies

Social Organization

- Family life long ago in an agrarian economy
- Family life today on farms
- Schools long ago and today
- Villages and cities today - Families, houses, neighborhood facilities and organizations such as churches, libraries, etc.

Economic Organization

- Partially self-contained farms of long ago when most people lived on farms
- Farming today near local community-mechanized, specialized, commercial
- Division of labor in providing needed services
- Economic services provided by village, city, and suburban, and neighborhood - stores & businesses

Political Organization

- Rules and laws to be observed for common good
- Introduction to the idea of democracy - the president and his election

Geography

- The globe as a model of the earth which shows land and water masses
- Geographic features of neighborhood - Picture and block maps showing streets, houses, buildings, streams, etc.

Patriotism

- The Pledge of Allegiance
- The Star Spangled Banner
- The Story of our Flag
- Celebrating holidays and festivals

Grade 2

Community Studies

Social Organization

- Defining or limiting the community to be studied
- Social and ethnic groups in the community
- Religious groups in the community
- Other community organizations such as service clubs

Economic Organization

- Industries in the community
- The profit motive in industry
- Transportation and communication in the community
- Local business and industry as employers

Political Organization

- Type of local government which applies - county, city, village, township, etc.
- Needed services (fire, police, roads) provided by local government
- Money to pay for services - taxes

Geography

- The hemispheres into which we divide the earth
- Location of the local area on the globe
- Introduction to lines representing latitude and longitude
- School, neighborhood, and community maps
- Road maps of the local area

Patriotism

- Pledge of Allegiance
- The Star Spangled Banner
- The Study of the Flag and flag symbolism
- Celebrating holidays and festivals

Grade 3

Community Studies

Geographic Introduction

- The equator circles the center of the earth and distances north and south of this line are indicated by lines of latitude
- A relationship exists between latitude and climate
- There are low latitudes, middle latitudes, and high latitudes

Desert Communities

- Typical climatic conditions
- Economic and social organization
- Political organization

Northern Forest or Taiga Communities

- Typical climatic conditions
- Location of taiga areas
- Economic and social organization

Tropical Rainforest Communities

- Typical climatic conditions
- Location of rainforest areas
- Economic and social organization

Mountain Communities

- Climatic and geographic factors
- Location of mountain areas
- Economic and social organization

Prairie Farming Communities

- Climatic and geographic factors
- Location of major prairie lands
- Economic and social organization

Patriotism

- The Pledge of Allegiance
- The Star Spangled Banner & its story
- Rights and responsibilities in a democracy
- Flag symbolism - care and respect for flag
- Celebrating holidays and festivals

Grade 4

American People and Leaders

The People of the United States

- The U.S. was largely peopled by immigrants from other lands
- Among others, the following have made large contributions to American life African Negroes - Irish - Germans - Scandinavians, - Italians - Poles - and many others

Discoverers and Explorers

- Christopher Columbus, Henry Hudson, Robert La Salle, and/or others

Colonial and Revolutionary Leaders

- John Smith, Roger Williams, Sam Adams, Ben Franklin, and/or others

Leaders in Establishing a Nation

- James Madison, George Washington, Thomas Jefferson, Alexander Hamilton, and/or others

Leaders in the Fight for Human Rights

- Thomas Paine, Abraham Lincoln, Martin Luther King, Jacob Riis, Franklin D. Roosevelt, and/or others

Leaders in Industry & Science

- Eli Whitney, Robert Fulton, Cyrus McCormick, Thomas Edison, George Washington Carver, Henry Ford, and/or others

Leaders in the Arts

- Henry Wadsworth Longfellow, Edgar Allan Poe, Stephen Foster, Edward McDowell, W. C. Handy, and/or others

Patriotism

- The total program of this year is aimed at building patriotism
- Celebrate the usual holidays and festivals

Grade 5

Major Culture Regions
(Western Hemisphere)

Geographic Introduction

- Latitude and longitude of areas in the Western Hemisphere
- Climatic regions of Western Hemisphere
- Major topographical features of Western Hemisphere
- Special purpose maps useful in area studies such as demographic. rainfall, climate, and others

The United States

- Geographic overview including major land forms, drainage systems, climatic variance, population patterns, etc.
- Social organization, including such things as major religious groups, urban and suburban areas, and racial and ethnic groups in our population
- Economic organization, including division of labor and specialization, major industries and resources, the profit motive in our economy, and introduction to the concept of gross national product
- Political organization, including introduction to the federal system, the three branches of the federal government and their major functions
- Patriotic citizenship, with special emphasis on rights and responsibilities, the Bill of Rights, and the extension of civil rights to the total population. Celebrate the usual holidays and festivals

Canada and Latin America

- Interdisciplinary studies organized under the following headings:
  - Geographic Overview
  - Historical Summary
  - Social Organization
  - Economic Organization
  - Political Organization

Grade 6

Major Culture Regions
(Middle East, Europe)

Geographic Introduction

- Latitude and longitude of the Middle East and Europe
- Climatic regions of the above areas
- Major topographical features
- Special purpose maps of the areas to be studied (see grade 5)

The Middle East

- Interdisciplinary studies organized under the following headings:

Geographic Overview - which would include major land forms, river systems, climatic conditions, population distribution, patterns of land use

Historical Summary - which would include the beginnings of civilization in the Fertile Crescent, the rise of Egyptian and Babylonian empires, their contributions to modern life, the rise and spread of Islam, the decline of Middle East power, and highlights of the modern period

Social Organization - which would include family life, urban and rural differences, the influence of Islamic beliefs and culture patterns, nomadic and settled peoples, racial and ethnic patterns

Economic Organization - which would include the prevalence of agriculture, patterns of land ownership, the importance of petroleum, the lack of industry

Political Organization - which would include the identities of the various countries, the general lack of stability, the general lack of democratic institutions, and the forms of government to be found in the area

Western Europe and Eastern Europe

- Interdisciplinary studies organized under same headings as above

Grade 7

Our Cultural Heritage

The pre-Columbian period
- Western Hemisphere geographic review: landforms; soils; minerals; climate; vegetation
- Indians of the New World
- The New York Indian: Iroquois as model

New World exploration and settlement
- Influence of geographic setting
- European exploration and settlement: leaders and people; motives and cultures
- Planting the 13 English colonies
- The American Southwest

The colonial period in the Americas
- Wide variations in length of the colonial period
- Physical and economic changes in the environment
- Colonial cultural patterns: family; religions; languages; social class
- Evolving political institutions
- Spanish, French, Dutch and English colonies compared

New York in the emerging nation
- Modifying the habitat and moving west
- Changes in economic life: land ownership; agricultural changes; handicraft and industrial development; trade
- Population trends; contributions of various groups
- Progress of democracy in the new State

New York in the age of homespun
- Habitat: challenge and response
- People: roles in homespun rural society; in growing urban areas
- Culture change: education; literature; religion; humanitarian reform
- Governmental changes: suffrage and other reforms
- Post-frontier, pre-industrial society
- Historic trends to the Civil War

New York in the gilded age (to about 1915)
- Geographic changes: railroad era; farm mechanization; industrial development; end of the frontier
- Business expansion; wealth and poverty; labor strife
- City growth; waves of immigration; city problems, especially in New York City; Victorian homes, customs, values

New York in a megalopolis society
- "Between the wars," the transition era
- Changes in the landscape: influence of automobiles; urban decay; suburban sprawl; changes in rural living
- Mass production: big business, with decentralized production units
- Features of a new culture

Local and State government and civic responsibility
- Structure and functions
- Local, State and national interrelationships
- Practical politics; civic rights and duties
- The changing character of State and local governments

Grade 8

United States History

The new Nation (to 1800)
- Gaining independence; principles of the Declaration
- Making and launching the Constitution: the framers, their wisdom and experience; the democratic heritage; framework and functions of the new government
- The Federalist era: test of the new Nation

The National-Republican period (1800-1825)
- Acquiring and exploring new territories
- Changes in the landscape; urban centers in a rural society
- Presidential policies in domestic and foreign affairs
- Economic and industrial changes
- Foreign crises and wars
- National trends following the War of 1812; tariff; westward migration; Era of Good Feeling

The age of Jackson (1825-1840's)
- Political and social changes: reforms; writers; progress of democracy
- Territorial growth: the homespun culture moving west; population trends

Division and reunion (1850's-1880)
- Characteristic features of life in various regions
- Civil War: leaders and significance
- Achievements and problems of reconstruction governments; unsolved problems in North-South relations and in goals for the Negro: origins of 20th-century human rights revolution

Economic expansion (1865-1900)
- Industrial and business expansion: a new age of invention; rise of new industries; building of great fortunes
- Political trends: civil service and other reforms; policies toward business
- Changes in living: small town and rural life; the western frontier; the growing cities
- New immigrants; labor conditions

United States a world power (1900-1940)
- Changes of the Progressive Era
- World War I and the peace movement
- Boom, depression, and the New Deal
- Foreign policies and moves toward war

United States a world leader (1940-present)
- World War II, peace and the Cold War
- United Nation: regional blocs and alliances
- Conflicts, including those in Korea, Cuba, Viet Nam
- Domestic programs from Fair Deal to Great Society

The Federal Government and civic responsibility
- Structure and functions of the Federal Government
- Government and politics; Federal-State relations
- Political and civic rights and duties of the individual United States citizen

Grade 9

Asian and African Culture Studies
(World Regional Studies)

World cultures today

- Review of identifying culture patterns
- Major world culture regions; interaction of man and his environment
- Culture change, illustrated by review of the Islamic World as introduction to Africa and Asia

Africa south of the Sahara: land and people

- Major regions: geographic assets, limitations and variations
- African peoples: ethnic patterns; social organization; cultural achievements

Africa south of the Sahara: historic trends

- Historical background: medieval civilizations and kingdoms
- Effects of European colonial expansion; rise of African nationalism
- The new nations: leaders, problems and progress
- World role of the new Africa

South Asia: India and Pakistan

- Physical features; effects of geographic diversity
- Historical background: special influence of religion
- British rule and struggles for independence; political structure today; involvement in world issues
- Economic and social problems; village and urban life; adaptations to change
- Cultural trends and achievements

China

- Geographic diversity; interaction of man and environment
- Development of traditional ways: family; education; religion; culture patterns
- History: ages of power and cultural achievement; repeated alien invasions
- Domestic and foreign pressures of 19th and 20th centuries; response to those pressures
- China under communism: changes within the nation; China, a world problem

Japan

- Geographic influences on life in the islands
- Development of cultural traditions; interactions with Chinese culture
- History: imperial and military traditions; modernization; struggle for world power status
- Changes in life and thought since World War II

Southeast Asia

- Physical features of continental and insular areas
- Culture patterns; similarities and differences; influences from India and China
- Historic survey: impact of the West; new nations; leaders; governments, ideologies
- Life of the people: impact of "revolution of rising expectations"
- Southeast Asian problems as world problems

Grade 10

European Culture Studies

Europe today

- Europe in flux: population changes; economic shifts; political issues
- Role of values in European culture

The ancient European world

- Society's needs versus individual expression: Sparta and Athens
- International expansion: the Roman Empire
- The Judaeo-Christian heritage
- Role of the city

The Middle Ages

- The Church
- Economic institutions
- Role of the city

The age of transition

- The Renaissance: intellectual and cultural characteristics; political life
- The Reformation: leadership; far-reaching implications
- The rise of nation-states governed by monarchy
- The Commercial Revolution: expansion of business; development of the market economy and capitalism

Modern movements of intellectual change

- Scientific thought in the enlightenment; present day implications of scientific and technological advance
- Shift from classicism to romanticism, to realism in the arts and letters

Modern movements of political change

- Evolution as political change: the development of modern British political practices
- Revolution as political change
- Nationalism, a key to political change: interpretations; leadership; effects upon international relationships; the role of war as a solution to national rivalries

Modern movements of economic change

- Industrialization: effects upon technology, culture patterns, economic organization
- Socialism in Europe: theory; the Soviet experiment; developments in Western Europe

Modern attempts to resolve fundamental problems

- Challenge of totalitarianism: the Nazi movement
- Attempts to guarantee peace: balance of power; international cooperation; appeasement; containment
- Western man and his urban culture

Grade 11

American History
(American Studies)

The American people
- Immigration and reaction to immigrants; development of nativist opposition
- American culture patterns: adaptations from Europe; present diversity
- Population: growth; division into various groups
- Civil Rights: history of movement with respect to minority groups, womens' rights; Black leadership; future directions

Government and politics
- Constitutional theory and practice: reflection of western tradition and experience; provisions for political stability; adaptability to changing times
- Political leadership and decision-making: the American presidency; the Congress; judicial review
- The federal-state relationship: increasing role of federal government; growing cooperation between neighboring political units
- Citizen relationship to government: political parties; citizen involvement in various levels of government
- New York State government: the State Constitution; the Governor; the Legislature; the Courts

American economic life
- The economy: scarcity; the market economy and the basic economic questions; opportunity cost
- Mercantile capitalism: the colonial experience
- Industrial capitalism: economic effects of the American Revolution; economic implications of westward expansion
- Finance capitalism: industrial growth; demands for government regulation
- Government involvement: implications of the New Deal era; use of federal regulatory powers today
- Government finance: history of taxation in United States

American civilization in historic perspective
- Education: historic growth of public education; variety in relationship of education to democratic values
- Creativity in America: European heritage versus native adaptations; recent innovative directions in science, technology, the arts; patronage and support
- Mass media: impact of the free press upon American society
- Ideological battles in critical periods in American history; challenge of communism
- Social control: changing interpretations throughout our history; relationship to value system; balance between freedom and restraint

The United States in world affairs
- The nation-state
- The emerging nation: minimum involvement yet protection of the western hemisphere
- **The expanding nation: manifest destiny; overseas empire-building**
- **Power and commitment: 20th century movement from neutrality to full involvement in world affairs; containment of communism; participation in world organization**

Grade 12

Specialized Courses

Economics *Government*

State courses will be developed first in these two highly important areas. The courses will be built upon the foundations laid in economics and government in the K-11 sequence. Other suggested courses are:

African Studies
Anthropology
Ancient History
Asian Studies
Great Issues
Latin American Studies
Middle Eastern Studies
Psychology
Sociology

It is strongly recommended that all pupils be encouraged to take social studies in grade 12. Twelfth grade offerings should be varied in terms of particular pupil interests and needs.

Slower students may require all or part of their 12th year to complete the regular sequence that the average and above average may complete by the end of grade 11. These slower students also profit from senior elective courses especially designed to meet their personal and vocational needs and to help them prepare to fulfill their civic responsibilities.

Abler students may be offered advanced or honors courses, perhaps in one or more of the categories listed above.

Advanced Placement American History or Advanced Placement European History may be offered to particularly able students in grades 11 and/or 12, along with honors courses in electives such as those listed. If Advanced Placement European History is scheduled, the regular 10-11 sequence (The Western Heritage and American History) may be reversed.